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ABSTRACT

This resource booklet is directed toward communities and school districts interested in preparing or orienting school populations for intergroup relations with minority groups. The 22 projects described grew out of a course on Intergroup Relations with 300 participating teachers from the greater Kansas City metropolitan area. Seven projects focus on preparing for the problem of multi-racial classrooms, discussing such topics as student and faculty attitudes, prejudices, surveys of population, inservice programs, and teaching methods for improving intergroup relations. A second group of projects is designed to assist the suburban teacher in dealing with the problems of the multi-racial classroom and also help the suburban student learn about and understand differing minority group students. These include resource units on human relations, self-concept, and racial understanding. Finally, 4 projects are provided which will assist the teacher in working with other classroom problems (the underachiever, the discipline problem, and the social isolate.) Each project is outlined in the following format: 1) Subject, 2) Background, 3) Objective, 4) Procedure, 5) Limitations, and, 6) Conclusions, Evaluations, or Recommendations. Some of the projects also list sample sources materials for units, survey questions, test questions, or other project activities. An annotated bibliography of sources on Intergroup Education is appended. (Author/JSB)

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SUBURBAN INTERRACIAL EDUCATION PROJECTS

A Resource Booklet

Edited By

Joseph P. Caliguri, Ph.D.

SP 001 293

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School of Education and
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INTRODUCTION

The acknowledgements for this resource booklet are in the following order: (1) the representative 300 or so suburban teachers in the greater Kansas City metropolitan area who participated in the 556 course on Intergroup Relations as part of a project of the School of Education and Division of Continuing Education, University of Missouri-Kansas City.

(2) the instrumental leadership of Dr. Daniel U. Levine, Director of the Center for the Study of Metropolitan Problems, UMKC, in creating this project.

(3) the graduate assistant, Miss Betty Hall who critiqued the projects, and

(4) the graduate students, Mrs. Mittie J. Gilmore and Mr. Robert Rodriguez who organized the projects for the resource booklet.

The information in this report was collected as a part of a project of the School of Education and Division for Continuing Education, University of Missouri-Kansas City. The project was carried out in cooperation with the Missouri Department of Community Affairs and with the assistance of funds made available under authority of Title I, Higher Education Act of 1965, administered by the Office of Education, United States Department of Health, Education and Welfare. Edited by Dr. Joseph P. Caliguri, Associate Professor of Education, UMKC.

The following projects focused upon some of the more vexing problems faced by the suburban practitioners in their school settings utilizing the attack approach which emphasized planning skills, cooperative relations, communications and decision making.

There are acknowledged limitations in completing these projects, especially in regard to implementing them in local schools.

Educating children for human values has been either a theoretical showcase, a questionable priority or a role mostly for the committed teachers in public education. Since the Civil Rights movement, education has been scrutinized ad infinitum regarding its humanizing as well as its intellectualizing force in sanctioning the concept of a pluralistic society. Much has been said and written about suburban insulation or isolation in regard to minority groups. When it comes to performance, Dr. Alpenfels, a noted anthropologist in the field of intercultural education makes the point, "The greatest teaching tool a teacher can have will be the environment the teacher creates within the classroom." Put another way, teachers who plan experiences utilizing the personal culture and the ethnic origins of their children to help them learn the processes in developing values are showing the way for successful inter-group relations among children. In general, this resource booklet is directed toward the communities and school districts interested in preparing or orientating their school populations for intergroup relations with minority groups.

I. Preparing for the Problem

Summary

Preparing for the Problem of multi-racial classrooms is only a part of the larger problem of integration. Integration is both a goal and a process. The goal is a life situation in which people of different races deal with each other in realistic terms.

Adequate preparation for the problem of multi-racial classrooms involves abandoning the stereotypes we hold of other groups. Adequate preparation involves understanding prejudice as held by teachers and students alike. And lastly, adequate preparation may also involve In-Service workshop programs and new methods for improving inter-group relations.

The following projects will assist the suburban teacher in adequately preparing for the problems of the multi-racial classroom.

SUBJECT: PREPARING FOR MULTI-RACIAL CLASSROOMS

BACKGROUND: Of 21,750 students in a particular school district, there are no Negro children, less than one percent Mexican-American, less than one percent Oriental, less than one percent Puerto Rican, and less than one percent of all other nationalities combined.

It is felt by the originators of this problem attack plan that growing industrialization and developing air travel will certainly increase the number of children of different races entering their classrooms.

OBJECTIVE: To introduce a broad plan of preparation for the administration and staff to begin working with this problem. The plan is primarily concerned with the initial background preparation.

PROCEDURE: First, form a committee of interested leaders which will meet with the superintendent to discuss the issue and to gain permission to present the problem to the entire administrative group.

Then recommend that a Human Relations Committee be formed to handle further procedures.

Form a clearinghouse for materials.

The newly formed Human Relations Committee should meet with the entire administrative group, showing appropriate films and throwing the subject open for discussion. At this time a questionnaire to determine attitudes and prejudices might be shown.

The Human Relations Committee should provide reading material and appropriate reading lists. Speakers from similar suburban areas who have already integrated should be invited.

Further committee meetings could organize small group discussions. Discussions could deal with teacher prejudice, black power, militancy, fears of white suburbanites; how to handle militant white parents, principals, teachers, and children; should materials and curriculum be changed, discipline, supervision, seating and privileges.

The committee could conduct a campaign to interest as many as possible in the problem.

Teachers from districts where different races are present could be exchanged.

Student teachers from other races could be encouraged.

A suggestion from the committee that teachers of other races be hired would be appropriate.

Ideally, the whole staff should become involved. Begin with individual school staff meetings. Voluntary in-service meetings could be held. Study present policies and begin to form new ones as needed.

LIMITATIONS: Until this plan is started on a trial-and-error basis, one can not know the obstacles or how to adapt it for effectiveness.

SUBJECT: A SURVEY OF STUDENT AND FACULTY ATTITUDES TOWARD MINORITY GROUPS

(A Survey of Four Suburban Secondary Schools)

BACKGROUND: It is felt by the problem attack plan committee members that junior and senior suburban area students will be coming into contact with minority group members when they go away to college or work. The chance that their neighborhoods will soon change is remote. Students are unprepared for associating with minority groups because of their lack of contact with them as they grew up. The danger of nothing being done to correct the present situation is the possibility that suburban students might become extremists--white bigots or bleeding hearts. A high school student who tends to be liberal rather than realistic, when faced with reality, may become bigoted.

OBJECTIVES: To bring about an awareness in our fellow educators that the problem exists.

To find suggestions from results of a survey conducted by the committee.

To make recommendations for a plan of action to be taken by faculties facing this problem.

PROCEDURE: I. Conduct (1) a survey of students concerning misconceptions and misunderstandings students might have about minorities, and (2) a survey of faculty with student survey and results included to indicate needs to the faculty.

II. Provide lists of filmstrips and reading materials for use of teachers in taking action.

Three hundred junior and senior students from suburban areas were included in the original surveys. Three or four black students is the typical enrollment in each of these schools. Questions for the survey were requested from students. One hundred and ten were judged simple enough for the questionnaire. Twelve of these were dubbed Survey I, and could be answered "Yes" or "No."

Questions included in Survey II could be answered "Yes," "No," "Undecided," or by brief discussion. Not all students surveyed had the same discussion questions. Questions 1-5 appeared on one set and questions 6-10 appeared on another set.

The first tabulation of surveys was aimed at determining whether individuals were "bigoted" or "liberal," with 7 or more of the 12 answers in either column indicating the category. Since this categorizing did not seem significant to the committee, retabulation of answers to all questions was made and individually charted.

The results of the first tabulation indicates that students in the entire area feel substantially the same with slight variations of school D. School D showed 59.8 percent "no" answers compared with an overall average of 64.1 percent of "No's." This group showed 17.3 percentage of "undecided" answers which was slightly more than other schools. The only reason for this variation might be that two classes of sophomores were included in this school's survey, not entirely upperclassmen as in the other cases. This may indicate that the 15-year-olds had not yet had junior-senior courses as American History, sociology, American literature, contemporary issues and similar courses to shape their thinking.

Students felt most strongly about questions 6, 7, 8, 9, and 12. A majority of students, 67.6, preferred that "riot control measures be more forceful" in ghetto areas. Question 7, "White people are smarter than Negroes because they have larger brains," was answered "No" by 19.3 percent. A large majority of 76.1 percent answered "No" to question 8; "Negroes have a built-in hatred for whites that is impossible to dispel." To question 9, "Colored people lack the capability to hold the better jobs," "No" answers totaled 75.2 percent. The strongest opinion of all was recorded in answer to number 12, "All Negroes want to riot," to which 92.5 percent replied "No." Overall, answers to these questions indicated good will on the part of the students toward the vast majority of the black minority.

A disturbing thought is presented by student answers to question 10, "Colored people should be expected to conform to white standards and white culture." A 22.8 percentage of "Yes" answers, plus 16.1 percent undecided, totals 40 percent who do not believe firmly that people should be allowed freedom to set their own standards, but who feel minority group members should automatically conform to white values. Even though this is not a majority, a one-third proportion of the student population is indicative of underlying discriminatory attitudes and the tremendous task lying ahead in the battle for human rights as it is shaping up for even another generation of Americans.

On the second survey tolerance for minority group members was generally, but again, not always indicated.

The question showing the closest comparison of "Yes" and "No" answers was number 1, "Would you like to attend a school that is 50 percent Negro and 50 percent white?" Forty-six percent said "no," 44.5 percent answered "Yes," and 9.1 percent were undecided.

To the question, "Would you mind Negro people next door?" 73 percent answered "No," while 18.3 percent replied "Yes."

To question 8, "Would you object to a black person who was your immediate superior?" 88.3 percent answered "No," and 7.4 percent answered "Yes."

To question 10, "Would you mind rooming with a Negro athlete on an athletic trip?",77.4 percent answered "No," while 15.1 percent indicated "Yes." Generally the "No" answers were qualified in some manner by statements such as, "Not if he was a good person," and "No (objection), if he did not steal."

A survey of six discussion questions and yes-no items was submitted to fifty-three secondary teachers in schools of the various committee members (three librarians and one administrator were among them.)

Analysis of the faculty survey indicates considerable discrepancy between results of what the students "think they think" and what the faculty believes the students think. For example, question 4 on the faculty survey asked, "In your discussion with students in your classes, do you feel they have many misconceptions about the minority group?" Fifty-eight percent of those answering felt that their students did have misconceptions. In actuality, the students recorded a liberal point of view when they replied with 64.1 percent "No's" on Survey I and 77.4 percent on II.

Answers to question 2 which asked if materials pertaining to minority groups were presently being used was answered by the faculty with 54.7 percent "No's." Question 3 which concerned revision of their course of study in case of minority influx was answered even more definitely "No," in 73.6 percent of the responses. Whereas, in student surveys, two-thirds to three-fourths indicate a willingness to cooperate, whereas in the adult survey one-half to three-fourths indicate unwillingness to comply.

An informal poll of three librarians included in the survey indicated suitable reference materials on hand--unused. A startling discrepancy appears between answers to the aforementioned two questions and number 6, which asked, "Do you feel that we are giving the students now enrolled sufficient instructional materials to prepare them for working with minority groups in college and on the job?", in which 76 percent answered "No."

The surveys seem to indicate that faculties are more prone to prejudicial attitudes than students.

An enrollment of 15 to 20 percent minority group members was suggested by those surveyed as a number sufficient for real and daily contact to prepare students realistically for college, work, and multi-racial neighborhoods. This would be a far different representation than is currently the case with only 3 or 4 blacks the typical number, and 15 the maximum at any school.

Supplemental reading is, of course, recommended, provided it is done in fact. A bibliography is included with this plan and a reminder that course 556, Materials and Methods for Improving Intergroup Relations, supplied a 12-page bibliographical supplement to the syllabus.

LIMITATIONS: The basic limitation of this kind of project is providing the incentive to teachers for undertaking such an extensive task as the three surveys reviewed. There is little immediate reward in such an effort other than the personal satisfaction which one obtains from facilitating desirable change in one's own society. The knowledge that one may have helped shorten the heartbreak of an unfair position, and lessened the inevitable confusion and strife which so often accompany conflict in society are intrinsic rewards, not very popular in today's materialistic society, yet uplifting and personally gratifying to mature individuals.

Another limitation is adequately making known the results of the survey to all concerned--teachers who did not take part in it, persons in the communities with decision-making power, and parents. What good are such surveys and their conclusions if the recommendations are not available to all concerned?

A third limitation is that the surveys did not allow for possible "solutions," yet the recommendations growing out of them carried a very significant conclusion--increasing present enrollment to 15 or 20 percent. A suggestion would be to ask for solutions at some point on both the student and faculty questionnaires.

SUBJECT: DETERMINING THE AMOUNT OF PREJUDICE HELD BY SUBURBAN TEACHERS

BACKGROUND: Teachers now in the classroom are in an ideal position to set the climate for acceptance of the Negro as an individual with equal rights.

OBJECTIVES: To determine if there are or are not any prejudices among junior high teachers in a given suburban area.

To determine if teaching is affected by prejudices.

To determine if minority groups get less attention from teachers.

To determine if our schools are ready for the Negro student.

PROCEDURE: A survey of five essay questions was constructed and presented to a random sampling of school personnel in five junior high schools. This was supplemented by personal interviews.

Questions used were:

1. What do you think will be the school's major problem or problems when the percentage of Negro students reaches at least one fourth of our student body?

2. What are the major problems of minority groups?

3. Would you change your teaching procedures with minority groups present in your class?

4. Should Black History be included in the school curriculum?

Example of a response:

There was a need felt for teaching of Black History. It was generally agreed that Unified Studies would be the best suited course in which to teach it. Many people thought Black History should be emphasized in American History. The effectiveness of the program will depend upon the materials available such as textbooks, films, and filmstrips.

5. How would the attitude of the white student differ from that of the Negro student in relation to: Dialect, Fighting, Swearing, and Knowledge?

EVALUATION: In the event the responses showed a high degree of prejudice, it was the idea of the planning committee that a program of orientation consisting of guest lectures, films, etc., should be instituted. Then a re-evaluation should take place.

LIMITATIONS: The criteria for deciding how much prejudice is present was absent from this study. This should be built-in in some manner in such a study.

SUBJECT: SURVEY OF THREE SUBURBAN KANSAS CITY, MISSOURI SCHOOL DISTRICTS' SPECIAL EDUCATION POPULATION

BACKGROUND: In three suburban school districts adjoining Kansas City there are no Negro pupils in Special Education. The Kansas City, Missouri School District has a Negro school enrollment exceeding fifty percent. It is reasonable to project that within the next few years all suburban school districts will have an appreciable increase of Negro students. It is also estimated that enrollment in special education will increase.

OBJECTIVE: To determine whether integration of suburban school districts is advisable.

To determine whether attitudes held by suburban Special Education students and their parents are conducive to integration of outlying Kansas City school districts.

PROCEDURE: In one area, questionnaires were administered to students in their classrooms, and students took questionnaires to their parents. Another area mailed both questionnaires. Parents identified themselves only as mother, father, or other relative. A short cover letter accompanied the questionnaire explaining its purpose.

Sample questions for child:

Circle YES or NO:

1. Would you fuss about sitting next to a black child?
   YES NO
2. Do black people smell funny?
   YES NO
3. Would you object to living with a black family if you didn't have your own family?
   YES NO

Sample questions for parent:

Circle YES or NO
or
Black or White

Mother_____
Father_____
Other _____

1. I would object to a black person using the same restroom that I use.
   YES NO
2. Do you, personally, know any black people?
   YES NO

3. I would like for my children to have a black teacher in school.

YES NO

4. I would like for my children to include black children in their circle of friends in all school activities.

YES NO

Samples of comments on parents' questionnaires:

I think that most of these questions are too abstract and sometimes ambiguous in attaining a true survey of my feelings towards black relations within the community. I think that if you'd re-evaluate your survey you'd see that many of the questions are vague and seem to determine a definite prejudice or unprejudiced attitude towards black people. It's easy to tally up the Yes's and No's and reach a false conclusion of people's feelings on this topic.

I think some of your questions are difficult to answer yes or no. I seldom have a babysitter, but in the past when I did require one I had some of both black and white. If experience and education were the same, I'd hire someone by the impression he made on me personally. It wouldn't bother me if any of my children had a black teacher as long as he was qualified. I think by being in the service for twenty years we have probably had more opportunity to associate with black families. We've had them as next door neighbors and friends socially as well as our children having them for playmates. I feel the same as I do with white families--some I've liked and some I haven't.

These questions are n/a in our situation. Being a military dependent father the past 17 years our children have had many class associations with black people, as they are called here. However, I feel this questionnaire is going to be used for the purpose of bussing students and I do not approve of this, because the children are too far away in emergency situations. The Negroes I know and work with do not wish their children too far from the neighborhood either. One answer would be to bus the teachers to maintain the level of education.

CONCLUSIONS: There were 73 responses from the one-hundred-eighty-nine questionnaires sent to the special education students.

Some parents indicated a desire to control the child's thoughts.

Three-hundred-sixty-eight questionnaires were sent to parents. Sixty-one were returned from mothers and 52 from fathers.

Results were similar on every question for the different areas; therefore, the tabulations were combined before percentages were figured.

To the first statement, "I would object to a black person using the same restroom that I use," one person responded, "It depends on the class of colored."

Statement number 3 received some interesting comments: "I would like for my children to have a black teacher in school." "They already have had black teachers." "No preference." "If the black teacher were qualified, we wouldn't mind. We would not want our child to have a black teacher <u>just</u> because he's black."

Remarks from those who have lived in the military show adjustment to integration much more rapidly than others. Of these, students are more responsive and receptive to racial equality than parents.

It was the opinion of the survey-takers that students' attitudes are not yet solidified.

Results of the survey were recorded in tabular form which classified the number of responses in categories, "Yes," "No," "No response," "Other response," percentages of "yes," "no," "no responses," and "other responses."

A Teaching Resource Bibliography was prepared in an effort to supply students with the best multi-ethnic materials and vicarious experiences. These include filmstrips, records, readers, activity books and teacher resource units. Also, toys, desk-top activity kit, large photographs with accompanying teacher's manual role-playing techniques, hand puppets, flannel board set, and newspapers. There are separate bibliographies for the primary, intermediate, junior high and senior high levels.

<u>LIMITATIONS</u>: This survey does not seem as massive an undertaking as some of the other proposals because it is limited in scope to Special Education participants and their parents. Perhaps a limited survey is the best way inwhich to start.

The drawbacks here are getting enough parents and students to return questionnaires to make the undertaking worthwhile.

Nothing is mentioned about publicizing results. It would seem one of the side benefits incurring from conducting such a poll would be the accumulation and dissemination of information surrounding this issue.

Getting teachers to cooperate across district lines without a class "set-up" and college credits offered is another limitation.

SUBJECT: STUDY CONCERNING HOW PREJUDICE IS REFLECTED THROUGH RESPONSES TO DIALECT

BACKGROUND: White suburban students have little understanding of the Negro, his ability and his role in our society. In fact, white students may have formed negative attitudes gleaned from parents, peers, the mass media, and failure of the schools generally to include instruction about Negro culture. White children's responses often reflect feelings of superiority, disrespect, distrust and fear toward the Negro.

Teachers must assume a new role in order to help students bridge the gap between an educational environment and the working world. Children must be helped to understand, accept, appreciate and respect minority groups.

OBJECTIVE: To determine if prejudice toward dialects exists in suburban junior high students before they are exposed to integration.

PROCEDURE: One-hundred and twenty-eight students from three suburban junior high schools were tested. All are primarily upper-middle class to lower-upper class districts. All areas are ninety-nine percent white. Most of the students' contact with minority groups is through their work on menial jobs such as chauffeur, janitor or maid. Such contacts may lead students to have feelings of superiority or prejudice.

Tapes were recorded of the typical dialect of Mexican-American, Negro, Oriental, German and an individual possessing no noticeable dialect. All voices were college graduates.

The reading selected was an individual giving instructions on how to take a standardized test. A multiple choice test was prepared consisting of five questions:

1. What dialect does this speaker have?
2. In what economic class would you place the speaker?
3. How well educated do you consider this person?
4. From what childhood background did this individual come?
5. What occupation or profession would this speaker have?

The student answer sheet had the following form:

Speaker:
Answer the questions after listening to the first recording.
Circle one letter in each group.

1.	A	B	C	D	E	
2.	A	B	C	D	E	F
3.	A	B	C	D	E	
4.	A	B	C	D	E	
5.	A	B	C	D	E	

Then a general yes and no exam tested for various attitudes held by students. These questions were directed toward determining preferences, respect, trust and extent to which the minority groups would be accepted by suburban school children, such as:

Have you ever known anyone who speaks with a Mexican dialect?
Would you like to have a person with an Oriental dialect as a close friend?
Do you think you could trust a person with a Negro dialect?
Would you enjoy being a team mate with a German on a basketball team?
Would you share a locker with a Negro?
Do you enjoy watching Mexican entertainers on television?
Would you object to Miss Teen-Age America being an Oriental?
Would you like to invite a German to one of your school parties?
Would you dance with a Mexican?
Do your parents have a close friend who is a Negro?

CONCLUSION:

The speaker with no dialect was considered by the majority to be most successful economically. The speaker with the German dialect was rated somewhat higher than those with Mexican and Oriental. The speaker with the Negro dialect was given the lowest economic rating, being placed in the middle middle, lower middle, and most frequently in the lower income class.

The response to education of the speaker correlated with social class, i.e., the Negro was considered to have the least amount of education with the large majority being equally divided in eighth grade or high school.

The childhood background selected most often for the Negro was split between inner-city and the slum.

The attitudes toward occupation or profession rated the speaker with no dialect highest and there was a split between the two top categories: Scientist, Doctor, Lawyer, and Teacher, Nurse, Engineer, Executive, respectively.

The Negro received the largest response to the fourth occupational category which was described as factory worker, auto mechanic with another sizable group split between the third category, office worker, sales personnel, and fifth, maid-waitress, trash collector.

In summary, then student response rated the speaker with no dialect highest economically, educationally, occupationally, and socially. The German was rated second highest in all of these categories. The Oriental and Mexican were rated almost equal to each other and followed the German. The only inconsistency was found between the responses to the Mexican and Oriental as compared with the Negro on job occupation. The Mexican and Oriental actually received a larger number of responses for the fifth or lowest occupational category than the Negro. However, this might be attributed to the fact that those jobs listed first under the fifth occupational category were more adaptable to women, and the Oriental and Mexican were women while the Negro was a man.

On the General Questionnaire testing for attitudes, when asked for their responses on whether they have known anyone who speaks with these various dialects, the large majority did know someone with the Negro dialect; but there was a split indicated toward the other dialects.

The vast majority of students indicated that they would like to have a person with these dialects as friends, that they thought they could trust them, that they would locker with them, that they would enjoy being a team mate with them, that they enjoy watching them as television entertainers, and that they would like to invite them to school parties.

There was a negative response to having Miss Teen-Age America being any of these nationalities, and there was, also, a negative tendency in their response to dancing with a Negro, but the majority would be willing to dance with those of the other nationalities.

Breakdowns of percentages of answers for each dialect are given in tables both for the multiple choice test and the general yes and no exam.

Rather surprising is the fact that 87% felt they could trust a person with a Negro dialect and would enjoy being on a

basketball team with one. Eighty-six percent would share a locker with a Negro. Ninety-three percent enjoy watching Negro entertainers on television. Sixty-three percent would not object to Miss Teen-Age America being a Negro. Seventy-nine percent would invite a Negro to a school party. As mentioned before, only fifty-seven percent would dance with a Negro.

EVALUATION: The evidence indicates that the sample of suburban junior high students see people who have no dialect and sound like themselves as superior to minority group individuals possessing dialects. In the three junior highs involved in the survey, two have only one Negro student and the third has only two. However, none of the other racial groups represented on the tape recording were enrolled in any of the three schools.

Perhaps teachers should first ask if they want to do something about the problem of lack of warm relationships between races among adults, and as a consequence, among their children.

Few of the students who took part in these surveys were extremely bigoted.

This survey has clearly shown that there is room for improvement in attitudes toward those who speak differently as evidenced by suburban junior high students. A need has been demonstrated for junior high suburban teachers to work diligently toward improving interracial relations by helping attitudes become even more favorable toward minority group members.

RECOMMENDATIONS: Teachers taking part in this survey were all language arts teachers. Therefore recommendations made are for this specialized area.

1) Often sounds in one language do not exist in another. If particular phonemes are not needed when a native language is learned, it is extremely difficult to begin making this sound accurately when a second language is learned. This lack, however, in no way makes an individual inferior to an American citizen.

   A Negro may speak with a distinct dialect. This in no way makes him inferior.

2) In teaching literature, stories such as "The Torn Invitation" by Norman Katkov and "The Blue Serge Suit" by Jack Langdon give unlimited opportunity for talking about our attitudes toward those different from us in a racial, social or religious way.

Autobiographies are an excellent means toward developing understanding.

Ebony and other predominantly Negro magazines should be added to the libraries. Newspaper and periodicals articles can be the basis for discussions.

A good novel for examining social problems--racial strife, ghetto living, drugs, and crime--is the Contender by Robert Lipsyte. This is a moving story of a 17-year-old black boy, and illustrates how successfully blacks and whites can work together for common goals and interests.

Poems by Langston Hughes and other Negro authors are numerous, easily located, and can be mimeographed for class use.

SUBJECT: IN-SERVICE WORKSHOP PROGRAM

BACKGROUND: Teacher training institutions have not provided education about minority cultures. This is particularly true in the case of teachers living in white suburban areas.

OBJECTIVES: To arouse teachers to their need for education in Negro-American culture.

To fulfill that need by providing resources, activities and ideas about Negro-American culture.

To develop a situation among educators for stimulation of critical thinking on this subject.

PROCEDURE: A. Questionnaire

The following questionnaire is to stimulate self-evaluation about your knowledge of American Negro culture. Check yourself to see how well informed you are. In this paper the answers are underlined, but they would not be in the actual questionnaire.

1. Co-discoverer of the North Pole
   a. Thurgood Marshall
   b. Matthew Alexander Hanson
   c. Captain Cook

2. Discovered new products from peanuts
   a. Jackie Robinson
   b. Booker T. Washington
   c. George Washington Carver

B. The filmstrip to be presented is:
Growing Up Black
Parts 1, 2, 3, 4 with records
Warren Schloat Productions, Inc.
Pleasantville, New York 10570

The purpose of the filmstrips is to acquaint the educators with the realities of growing up black.

C. Speaker
The best type of speaker would be one who could relate actual experiences.

The insight gained from the filmstrips and speaker should provide the stimulus needed to start small group discussion.

D. Small discussion groups

The following questions could be used to bring ideas about minority groups into focus.

1. How do you discipline a black child without seeming to discriminate?

2. How does segregation hurt people?

3. On a world scale, who is the minority race?

4. What needs do Negro and lower-class children have that are not characteristic of the middle class child?

5. How can you as a teacher make all the children in your room feel equal?

E. The finale of our program would be the reassembling of the group to share the thoughts and ideas expressed in each of the small groups.

Included in the plan is a bibliography of children's books, filmstrips, films, transparencies, books for adults, records, tapes and a periodical bibliography.

A list of twenty-two activities are suggested such as:

1. Prepare a "Who Am I?" quiz program. Use a series of progressive clues to identify Negroes who gained fame in government, business, education, art, music, science, literature, theater and sports.

2. Organize a permanent clipping file for the class or library. Include newspaper and magazine articles dealing with well-known Negroes.

3. Organize a "Press Association" committee in your class. Collect news items about civil rights activities. Post these on a bulletin board. Keep this information up-to-date and report to the class once a week.

4. Select the ten or more most important events in Negro history. Write a brief description of each event. Compile these in a book and donate it to the school library. Draw original illustrations for each story.

5. Divide your class in half. Give half of them red arm bands and give the other half blue arm bands. React positively to those wearing the red arm bands and negatively to the blue arm bands. Then switch at the end of the week. It will show the children the frustration of prejudice.

LIMITATIONS: True evaluation of this program would consist of measuring the degree to which the teacher is now able effectively to use ideas gained from the activities, and almost impossible to determine. One suggestion would be to construct instruments which would determine this. Before and after questionnaires might be one way. A log kept by the teacher is another. A good in-service program must find some way of measuring its value in order to determine whether to "check it" or expand it.

The other chief difficulty is to overcome teacher inertia and lack of interest in bringing about change. There is nothing in the proposed program which promises to do this. One way of overcoming lack of enthusiasm might be to schedule in-service training, during a time when children are dismissed and teachers are not compelled to add a training program on to the regular day. In other words, giving teachers a "break" might incur their gratefulness and help them to be receptive in listening to this proposal.

SUBJECT: SURVEY OF TEACHING METHODS FOR IMPROVING INTERGROUP RELATIONS

BACKGROUND: The population of our all-white schools can expect to have more contact with minority ethnic groups in future jobs, college, military service, and place of residence. There are no schools in the United States without intergroup problems.

OBJECTIVE: The object of the project attack plan was twofold: To gather information about the question, "Is education preparing the white majority suburban school population for equal status contacts with minority ethnic groups?;" and to make recommendations for changes in teaching materials and methods.

PROCEDURE: A questionnaire was compiled surveying teaching methods for improving intergroup relations. Questions were taken from Charlotte Epstein's book. The survey was administered to 33 educators from three school districts. The returns represented grades K-9, remedial reading, music, principals, etc.

Following are some of the questions asked:

Do students have opportunities to learn democratic skills and values by interacting in problem-solving groups? (Group discussions, student moderated discussions, panels, etc.)

Are the problem-solving groups concerned with real problems in intergroup relations which are of immediate relevance to the lives of the students?

Are role-playing, feedback analysis of group roles, sociometry and other techniques used to help students understand both themselves and the dynamics of group interaction?

Do students have opportunities to meet and work with people of many ethnic and social groups?

CONCLUSIONS: Ninety-one percent replied that the students have opportunities for learning democratic skills and values by interaction in problem-solving groups (questions 1, 2, 3, and 4 answered 91%, 76%, 73% and 21% respectively).

Few of the students actually have contact with minority groups. There is reasonable doubt if the all-white student population is acquiring skills which will serve them in person-to-person contact with minority, ethnic and social groups.

According to the committee, teachers not now using materials and methods for improving intergroup relations probably would if they had a list of available materials and knew where to locate them.

RECOMMENDATIONS: Some of the recommendations follow:

Provide more opportunities for students to express their own and related opinions. Provide more opportunities for students to work together in groups, teams, etc., to develop skills and values.

Encourage class discussions about school problems and national problems. Discuss current civil rights' issues and problems.

Identify intergroup problems by use of sociometric analysis, open-ended stories, observation of pupils in work, play, drama, etc.

Use communication media and transportation arrangements to bring students in constructive contact with representatives of other races and cultures, such as: field trips, TV programs, art and science fairs, panels, etc.

An extensive list of materials includes a bibliography of current magazines, Negro songs, teaching materials, an Afro-American bibliography, children's books, art and music media, foods and nutrition materials, and a list of biographies.

II. WORKING WITH THE PROBLEM

SUMMARY

Most students have very little factual information about race and minority group history other than their own. The problems of the multi-racial classrooms are compounded by this lack of knowledge.

If suburban teachers are to successfully solve the problems of the multi-racial classroom they must help their students learn about and understand the different racial and ethnic minority groups.

The following Projects will assist the suburban teacher in dealing with the problems of the multi-racial classroom. By means of the teacher, these articles will also help the suburban student learn about and understand differing minority group students.

SUBJECT: A RESOURCE UNIT FOR IMPROVING STUDENT ATTITUDES TOWARD NEGROES

OBJECTIVE: To increase the frequency of approach responses and decrease the frequency of avoidance responses of our students toward black Americans.

BACKGROUND: Students demonstrate avoidance responses toward Negroes and the subject of Negroes. They have little opportunity to learn about Negroes firsthand. It is felt desirable that students develop a favorable attitude in relation to Negroes.

PROCEDURE: The changes in behavior desirable are:

I. Judge each Negro as an individual rather than clinging to common misconceptions, such as
   A. Negroes can easily rise out of the ghetto if they have any initiative.
   B. Negroes are intellectually inferior to whites.
   C. Negroes smell.
   D. Negroes are oversexed.
   E. Negroes do not take care of property.
   F. Most Negroes are thieves.

II. Become interested in reading about Black America.

III. Develop critical thinking skills.

IV. Gain compassion for others through the emotional experience of being discriminated against.

V. Know more of the accomplishments of Negroes in spite of the handicaps that are theirs when they compete in the white world.

VI. Realize that the white community has helped produce the slum ghetto and its subculture and must commit itself to its eradication.

VII. Accept with friendly interest the idea of the eventual integrating of their community.

Via a senior high American history - American literature course, the issue of open housing and what it means to be a Negro in America will be explored.

In order to refine questions and obtain feedback, a questionnaire was administered to thirty students. Typical questions were:

TRUE-FALSE

1. Most Negro students are born less capable of learning than most white students.
5. Negroes are naturally good athletes.
6. Most Negroes do not really want to work to better themselves.

9. There is very little physical difference between Negroes and whites.
14. Negroes have excelled in nearly all fields of American life.
15. White skin is biologically superior to brown skin.

SHORT ANSWER

16. Define "black power"
20. Do you consider yourself prejudiced against Negroes?
21. How do you think events occurring in the Negro community of Kansas City affect you?
25. Suppose several Negro students began attending your school. Place a plus sign beside the following situations in which you would accept them readily; place a minus sign beside those situations in which you would not accept them readily.

a._____ A Negro wins a starting spot on the varsity football team.
b._____ A Negro girl joins the Pep Club.
c._____ A Negro girl is elected cheerleader.
d._____ A Negro sits next to you in chemistry class.
e._____ A Negro student of your sex walks with you to class.
f._____ A Negro is assigned to be your lab partner in chemistry class.
g._____ A Negro of the opposite sex walks with you to class.
h._____ A Negro boy brings a white girl to a school dance.
i._____ A Negro wears his hair in the Afro style.
j._____ A Negro girl attends a basketball game with a white boy.
k._____ A Negro asks the Student Council to approve the formation of an all Negro jazz club.

<u>THE UNIT</u> "NEGROES AS NEIGHBORS"

Preparation: Display for two days a picture of a large, powerful-looking Negro man with the caption "Does he make you mad, scared, or guilty?"

On the third day, hold a class discussion using questions such as: "What is a ghetto? Block-busting? Panic selling?

"Many people say, 'If we could choose the family. . .' Why don't they ask the right to screen white families buying into the neighborhood?

"Regardless of your personal feelings, can you recognize the moral issue here? Are 'gentlemen's agreements' right, and in the American spirit? Is this a new problem? Are Negroes the only ones who have suffered this type of discrimination?

"Do you think many Negroes really want to be your neighbor, or do they want only the freedom to choose where they will live?"

I. To judge each Negro as an individual
   A. We need factual materials which will erase common misconceptions, replacing these ideas with an acknowledgement of Negroes as fellow humans whose physical and emotional make up and needs are like ours.

      Helpful would be information about skin pigmentation, blood types, the physical oneness of human beings and sociological facts which trace prejudice through history, describe prejudice as a learned trait, and which describe prejudice as a psychological scapegoating mechanism.

SAMPLE SOURCE MATERIALS:

EXPLODING THE MYTHS OF PREJUDICE. New York: Warren Schloat Productions, 1966 (Two filmstrips with sound).

Montagu, Ashley. STATEMENT ON RACE. New York: Schuman, 1951.

Montagu, Ashley. WHAT DO WE KNOW ABOUT RACE? New York: Anti-Defamation League of B'nai B'rith.

Van til, William. PREJUDICED--HOW DO PEOPLE GET THAT WAY? New York: Anti-Defamation League of B'nai B'rith. This is one of several pamphlets distributed free of charge by the Kansas City Human Relations Committee.

Resource persons to address class:
Stacy Woods - student, William Jewell College
Mrs. Virginia Kirkwood - English teacher, Manual high
Mr. Perry Kirkpatrick - Assistant to the Superintendent
Kansas City Public Schools

II. To become interested in reading about black America.

   A. Assignment to be read and discussed by entire class. Lorraine Hansberry's Raisin in the Sun. (Random House, 1959). Film available in 16mm from Brandon Films and others.

B. Books to be read and presented by members of small groups. Griffin, John, Black Like Me. (Houghton, 1961). White who posed as Negro details constant fear and humilitation which accompany the southern Negro.

C. School librarian's presentation of Negro literature for leisure reading.
Bibliography of suggested titles for review:
Anderson, Marion, My Lord, What a Morning. New York: Viking Press, Inc., 1956.
Malcolm X. The Autobiography of Malcolm X. New York: Grove Press, Inc., 1965.

D. A poetry reading hour in the little theater presented by two or three of the school's best speech students, complete with high stools, podiums and choir robes.
Poem to illustrate the universality of emotions:
"Rain" by Frank M. Davis
Poem to illustrate the burden of anger and pain they carry: "Merry-go-round" by Langston Hughes

III. To develop critical thinking skills.

A. Present two movies to view critically:
1. Troublemakers (b/w, 54 min., distributed by Cinema 16mm Film Library) follows the activities of several college students who try to organize the black citizens of Newark's Central Ward.
2. 16 at Webster Groves (b/w, 47 min. distributed by Carousel Films) portrays wealthy, suburban young people growing up in "six square miles of the American Dream."

What is right and wrong about each life style? What do they have in common and how do they differ? Can they relate and integrate to form the basis of one community in America?

B. Ask students to watch the news media for coverage of Negro affairs and try to judge their objectivity.

C. Compare and contrast the views of two columnists with opposing editorial viewpoints; for example, Mike Royko of the Chicago Daily News and James Kirkpatrick.

D. Search for strong points and fallacies in articles on open housing, both pro and con.

IV. To give students the emotional experience of being discriminated against.

A. Role-playing situation
1. Real estate agent and prospective buyer.
2. Employer and job applicant.
3. Simulated riot. (Candles, light flickering, African music, chairs bunched uncomfortably together, teacher reading riot scene from Ralph Ellison's Invisible Man (Random House, 1952) to help immerse the class in the illusion of a riot).

B. "Students as Niggers" (Teacher's deliberate use of discriminatory practices against a few students before revealing purpose).

V. To know more of the accomplishments of Negroes.

A. Biographical studies with emphasis on contemporaries. Julian Bond, Carl T. Rowan, Althea Gibson, Gordon Parks, etc.

B. Use issues of Ebony. A regular feature, "Speaking of People," gives brief vignettes of intelligent, competent Negroes who are winning in a competition weighted against them.

VI. To realize that the white community has helped produce the slum ghetto and its subculture and must commit itself to its eradication.

Students who are on the defensive because of their own attitudes will bring in the riots, the crime, the unstable families of the alienated slum Negroes.

As this occurs, we should be ready with historical material to show that every attitude of the slum subculture has its roots in two hundred fifty years of slavery followed by one hundred years of brutal humiliation that have left too many Negroes unable or unwilling to compete in a white man's world.

A. Materials chosen should induce social responsibility in our students, show that Negroes have always felt and protested the unfairness of their treatment, introduce them to Civil Rights' leaders of the past and present, and prove the necessity for large-scale commitment of national resources to the problems of slum ghetto.

Growing Up Black (Sound filmstrips, Warren Schloat, #307). Fine young Negroes tell of their own encounters with prejudice.

Lomax, Louis, The Negro Revolt: A Historical Account of Black Experience. New York: Harper and Row, 1962.

B. The students should become acquainted with the work and ideas of some Negro leaders: Benjamin Banneker
W. E. B. DuBois
Ali Muhammed

VIII. To accept with friendly interest the idea of the eventual integrating of school and community.

A. An exchange program during which several Negro young people from one of the city's predominantly Negro schools spends a day at an all-white school and vice-versa. There should be a controlled discussion period and a free social hour.

B. At the conclusion of this unit, an evaluation will be made by readministering the questionnaire. The assumption is that after such an extensive program answers will indicate more approach responses toward Negroes and the subject of Negroes.

LIMITATIONS: Here again the main limitation is one of teacher time and effort. The more the teacher could rely on student help and resources, the easier such a unit would be to implement.

A second limitation is finding unprejudiced teachers willing to act in a "bridge" capacity.

SUBJECT: EVERYBODY HAS TO BE SOMEWHERE

OBJECTIVES: To increase awareness of students and teachers of Black contributions to our history and culture.

BACKGROUND: In this study, it is the assumption of the authors that all Americans should be able to understand and appreciate the values, history, and culture of all racial groups that are part of their society.

Therefore, much must be done in American society to increase knowledge of suburban teachers and students about Black values, history and culture.

A preliminary survey of student knowledge of Black Americans was conducted among 144 sixth grade students in a Missouri and a Kansas suburban school. It was thought that information gained from the questionnaire would guide individuals selecting materials to be used in teaching Black history and culture.

Some of the questions asked and their answers follow:

Have you ever lived in a community where a Negro family lived?
Yes - 63, No - 81.

Have you ever been a pupil in a predominantly Negro classroom?
Yes - 7, No - 137.

Have you ever been a guest in a Negro home?
Yes - 24, No - 120.

Have you ever had a Negro guest in your home?
Yes - 47, No - 97.

Do you feel that the white sixth grade students have superior intelligence over the black sixth grade students?
Yes - 21, No - 123.

Do you feel that your school teaches enough facts about the Negro?
Yes - 45, No - 99.

Do you feel that the community in which you live is prejudiced against the black people?
Yes - 61, No - 83.

Do you feel that you have a prejudice against black people?
Yes - 33, No - 111.

Would you consent to a classroom exchange situation with a Negro sixth grade student for a quarter?
Yes - 44, No - 100.

Are you, as a sixth grade student, interested in becoming better informed about the true picture of the Negro in your community?
Yes - 100, No - 44.

The second section of the survey asked students to write a paragraph, "Negroes in your city. . ." This elicited comments such as:
. . . don't have much right to mix socially.
. . . should be entitled to go to school where they please, and have the same rights as the whites. They are people just like us only a different color. God made them, too, only he kept them in the oven too long.
. . . the majority of Negroes do not have a fair chance to show their abilities because of whites in charge not letting them.
. . . when they feel they aren't getting a fair chance, they turn to rioting and vandalism to strike back.
. . . the older ones are the nicest.
. . . the good black people should not be labeled because of the things the bad black people do.
. . . should not be allowed to move into our neighborhood because they are dirty and destructive and do not respect the laws.

The following are some suggestions made by students on matters about which they want to be better informed.

1. Early Negro history, including the early patriots and their contributions.

2. Attitudes of the present day Negro on his place in our community.

3. Information on the contribution of the "Black People" today in the fields of science, art, government, sports, entertainment, religion, writing, etc.

4. On actual conditions within the homes and schools of their Negro peers.

5. Several students asked for some type of exchange visitation privileges (including both teachers and students) with their Negro peers. Also, for Negro speakers for sixth grade assembly programs.

6. More books and films about the problems of the "Black People."

The project attack plan includes fiction, biography, poetry, folklore, history and social studies, science, a reference, filmstrip, records, and bibliographies.

The plan includes aids, ideas and materials such as the following:

1. Construct a calendar for each month for use in the classroom. Illustrate important events in Negro history and birthdates of famous Negroes.

2. After a chart is made, a "Who Am I?" quiz game can be played. Clues could be given to the person's identity and the game may be played by teams as by two individuals during their play periods.

3. Have the children imagine they are a Negro slave who has escaped to freedom via the Underground Railroad before or during the Civil War. Have them write a letter or journal entry describing their experiences, the method of travel, and the route traveled.

SUMMARY: The survey divulged information regarding student opinions, their limited knowledge of black citizens, and their needs for greater awareness concerning inter-ethnic association.

LIMITATIONS: To be really effective, the results of such a study need to be made thoroughly known to all faculty in the schools surveyed.

As far as limitations on this study, the greatest difficulty may be in "getting at" actual attitudes. Stated attitudes may vary significantly from those actually held and acted on daily.

SUBJECT: DEVELOPING RACIAL KNOWLEDGE, UNDERSTANDING AND SKILLS IN YOUNG CHILDREN

BACKGROUND: Teachers of suburban kindergarten and second grade, sensitive to rapid changein our society, feel a need to develop knowledge, understanding and skills in their students in regard to inter-group relations.

Reactions of this age group to multi-ethnic materials lead the project developers to believe that prejudice has not been learned yet. At least, it has not been expressed by the children.

OBJECTIVES: To teach children that Negroes have the same human needs as whites for shelter, food and clothing.

To teach children there have been many Negro cultural contributions in the areas of music, entertainment, athletics, sports and science.

To help children learn to share, take turns, be friendly, helpful, and tactful.

PROCEDURES:

A. Curriculum

1. Materials and methods: pictures, stories, and poems, films and filmstrips, textbooks, library books, puzzles, records, tapes, puppets - see-quees (Multi-ethnic), Negro dolls, story sets - flannel and magnetic, Peabody Kit, T.V. Program (19)

2. Activities: role-playing, games, informal conversation

B. Staff

1. Personnel: teacher, principal, librarian, nurse, aids - secretary, custodians, specials in music, art and gym, cafeteria, guidance counselor, and other resource people.

2. Attitudes:
a) learn difference between paternalism, condescension, and respect; b) don't blame whole groups for what individuals do; c) don't use hateful terms that slur any group; d) don't tell stories that reflect on any group; f) always use common courtesies and titles of address when referring to persons of all groups;

g) welcome new personnel or students regardless of race or creed; h) don't ignore, reject, or humiliate students because of race or creed; see all children as human beings with the ability to learn.

A very lengthy bibliography of books and other materials is included.

LIMITATIONS: The summary of this problem attack plan states, "Our only hope is to instill within the children the ability to do critical thinking before making a decision." Yet, activities for developing that skill are not included in this plan. Apparently, it is assumed that being exposed to an unprejudiced teacher is a way of learning the skill of critical thinking.

An assumption of this plan is that an unprejudiced teacher prepares the child for a desegregated situation. It is doubtful if one unprejudiced teacher will contribute much to change of the overall attitudes learned in thirteen years of schooling and home life.

A list of desirable attitudes does not include prescriptions for changing teacher habits and beliefs built up over a lifetime.

Lack of a method of evaluating this procedure is a handicap.

SUBJECT: THE UNACCEPTED CHILD IN THE SUBURBAN CLASSROOM

BACKGROUND: Suburban children give lip service to acceptance of minorities. In writing papers, discussing news, interpreting stories, role-playing, they express ideas of equality and justice. These ideals are not always demonstrated when brought to the test of reality.

Characteristics of the different or unaccepted children are:

1. Physical characteristics
   a. non-white skin color
   b. Negroid or oriental-textured hair
   c. slant eyes
   d. physical deformity
2. Unusual accent or a different vocabulary
3. Possession of a totally different background from the group.
4. Wearer of less stylish, out-sized, or dirty clothes.
5. Home background may reflect economic instability.
6. May be from a transient family whose moves are often sudden and unexpected.
7. May suffer from environmental conditions and disrupted schooling which may create academic difficulties.
8. May have a poor opinion of himself.

The classes under observation in this project were lower middle-class students who have entered school with their prejudices. Many of their parents moved to the suburbs because of the parent's desire to avoid multi-ethnic neighborhoods. Their families have little culture or education in their background. Possession of unusual physical characteristics stimulates prejudiced comments. It is average for these children to tell jokes making fun of people of different races. The observed children found it easy to find a "pecking" order or a scapegoat upon which to release their frustrations.

OBJECTIVES: To find ways of helping suburban children accept children of minority races, or who are considered to be "different."

One of the goals should be to change the attitude of both teachers and students toward the "unaccepted" child.

Another should be to improve total group attitudes in anticipation of more "unacceptable" children in the classroom in the future.

Eliminating as much tension as possible is another desirable goal.

PROCEDURE: In order to arrive at a better understanding of the unaccepted child, to become more aware of what children feel in regard to minority children, and to observe their reactions when a "different" child enters the classroom, the teacher can use large pictures or posters showing minority members, sociometric devices, and observation.

PROGRAM: 1. To develop an "accepting" attitude on the teacher's part, study groups, counseling and reading are suggested.

"A Negro's Journey to the City," Monthly Labor Review, United States Department of Labor, reprint #2466, May and June, 1965.

2. In an attempt to understand home backgrounds of teacher, group, and unaccepted student, the following means may be tried: a. parent-teacher conference; b. home visit; c. participation in neighborhood activities; d. individual visits with children; e. cumulative records; f. previous teachers; g. health reports.

3. Explore ways of dissolving prejudiced attitudes and teaching acceptance: a. teacher example; b. presentation of material about minority group or "different" individuals who have achieved high social status or prestige, i.e. Taulouse-Lautrec and Jackie Robinson; c. reading material on the child's level, Yashima, Crow Boy, Viking Press, or Arkin, David, Black and White, Ward Richie Press.

4. Attempt to teach self-discipline and self-control by: a. example; b. creating a desire to practice self-control; c. teach what self-discipline really is; d. compliment examples of self-discipline and self-control.

5. Counsel with the unaccepted child and the unaccepting children by taking the following into account: background of the child; needs of the child as he is presenting them; remaining aware of consequences that may be caused by your developing relationship and the changes in his thinking; establishing a plan of action which is re-analyzed and adjusted as conditions change.

6. Carry on the program continuously by use of reinforcement, carry over and constant recall.

7. Develop a plan for attacking the problem of bigotry, such as: a. dialogue - discussion of articles in current events, publications like Weekly Reader, Scholastic, etc.

b. reading texts: Open Highway series published by Scott Foresman Company; Ready to Roll, Rolling Along and More Power.
c. observing feelings of children expressed informally in hypothetical questions, stories, artwork, role playing, bulletin boards.
d. perusing case studies of the "unaccepted" children involved.

EVALUATION: In reviewing the pilot project, the most important outcome was an awareness of problem which exists and will hit suburbia more forcefully soon. The original committee members felt their approach to be correct. Through constant use of carry-over and recall year after year, it is felt much bigotry, prejudice and rejection will be overcome.

A necessary beginning and a most valuable part of the project was felt to be the dialogue between teachers.

LIMITATIONS: This plan carries no evaluative measures other than informal observation. Incorporation of written comments in the form of a log for each child, or a general log for the classroom (recording "successful" expressions by the class) or any kind of systematic written or recorded evaluation would seem to be a must for measuring progress, altering, or deciding to close out this project.

SUBJECT: CURRICULUM GUIDE FOR IMPROVING CLASSROOM HUMAN RELATIONS
(to be used as supplement to any subject curriculum guide in high school courses)

BACKGROUND: The schools involved serve areas in which racial or national origin differences cause these students to have little pride in and respect for themselves and others of their ethnic groups. Many of these students have little or no knowledge of their unique cultural background and the contributions of their groups to society in general. One is de facto segregated; another is integrated (whites, Negroes, and Mexican-Americans), but racial and national groups keep to themselves. Neither is informed about groups outside their own.

Most curricula have been designed by and for the white, Protestant majority. For this reason, the usual curricula do not include matter-of-fact information about life in minority groups. Secondly, most teachers themselves are unknowledgeable about ethnic group life and do not know where to obtain specific information.

OBJECTIVES: 1. To explore the problem of low self-concept among members of certain minority groups, its effect on learning, and possible methods for its improvement.

2. To provide greater knowledge about minority group members.

3. To improve human relations between students of all groups.

4. To increase academic achievement of minority group members.

PROCEDURE: Early in the school year (late September, early October), prospective members of a pilot group of teachers will be contacted and interviewed by the innovators of this project who will serve as the steering committee. Materials related to this project will be distributed individually (Jane K. Noland's programmed booklet, Los Angeles Human Relations Quiz, and the sample curriculum guide prepared for this project). At the first general "talk" sessions, emphasis will be placed on methods for testing students to determine the extent of knowledge of minority group contributions, attitudes of minority group members, and attitudes of majority group members toward minorities. Testing is to be accomplished the following week.

Teachers will fill in questionnaire pertaining to information gathered from students. The steering committee will evaluate all the questionnaires. The second general meeting will discuss the evaluation.

Subsequent monthly meetings will be scheduled to avoid peak periods of course and administrative involvement. Teachers will be able to compare ideas that are working and to warn of pitfalls that they have experienced.

In advance of year-end examinations, teachers will re-evaluate students on another questionnaire. The steering committee will evaluate questionnaires which will be discussed at the last general meeting. Again, teachers will inter-change ideas, evaluate the project, and make suggestions for changes or approaches.

Design of Curriculum: The attack plan is designed to help teachers combine human relations' knowledge and practice with any subject curriculum. Examples of levels and subjects areas of teachers in a project are: all levels of art, all levels of music, eighth and ninth grade mathematics; ninth, general science; ninth, civics; eleventh, American history and senior literature.

The curriculum guide will include:

I. A short history of minority groups represented in the participating teacher's class.

Negroes

Art, particularly in the form of sculpture, of a highly sophisticated and stylized nature, has endured through the centuries and influenced much of our modern art. Though most African sculpture, painting, religious articles, idols, handicraft and architecture has been described as "primitive," it is not. It is most symbolic, abstract, and cultured--and primitive only in the sense that it was not tutored by European culture.

. . .

Following the Revolution, Negroes were kept in captivity to maintain the agricultural economy of the nation. A few Negro leaders emerged during this period, such as Lemuel Haynes (a minister), Benjamin Banneker (a Mathematician) and Paul Cuffee (a shipbuilder, merchant, and sea captain). But the practice of slavery increased, especially in the South, with the invention of the cotton gin.

. . .

Mexicans
A third difficulty with Mexico was the desire of U.S. expansionists for more Mexican land, especially in California. U.S. President Polk tried to force the government to sell lands to the U.S. The result was the war with Mexico, 1845-46, which the U.S. won; but not as easily or as quickly as she thought she would. At the close, the Treaty of Guadalupe Hidalgo forced Mexico to cede the huge territory of California and New Mexico to the U.S.; and to recognize the Rio Grande as the Texas border. In return, the U.S. paid fifteen million dollars to Mexico.

II. Biographical mateials about some heroes of these groups.

Negro Notables:
Ra Naheel--a Negro ruler who occupied the throne of the pharoahs, in Egypt, in early Africa
Jean Baptiste Pointe de Sable--a founder of Chicago
Charles R. Drew--leading authority in the preservation of blood plasma
Gwendolyn Brooks--Pulitzer prize winner for poetry, 1949

Mexican Notables:
Diego Rivera--Artist
Juan O'Gorman--Architect
Alfono Reyes--Author
A. J. Servantes--Mayor of St. Louis
Delores Del Rio--Actress
Dr. Hector Garcia--Noted physician

III. Factual information such as the following is included:

A. Jane Noland's programmed-text, Human Relations.

B. A fact sheet about myths pertaining to all races.

3. Physical characteristics of groups, as differentiated by evolution, can't be the way to judge people. Why? In progressing away from the primitive age of pre-history, these things have happened. Caucasnids have developed hairier bodies than the other racial groups, are more like the ape. The Mongoloids made earlier use of sophisticated human hand skills than either of the other races; but are technically farther behind the other races, today.

And,

. . . The myths about blood are still repeated; but medicine tells us that actual blood types cannot be differentiated by race, but by scientific type classification that falls in a random pattern across all races and groups. . . . No racial superiority can be proven, scientifically.

C. A fact sheet pertaining to stereotypes?

Because <u>some</u> members of different groups have been associated with similar characteristics, we seem to think every member of a group will show these tendencies.

. . .

Indians are savage, violent and stupid.
Americans are overly ambitious, egotistical, uncultured, immature.

IV. Ways of implementing knowledge in the classroom. The following are examples of the suggested approaches and devices for teaching good human relations:

Community study-action approach: field trips, area surveys, field trips and volunteer work in social agencies and community programs, area surveys, local exhibits, and programs for local organizations or institutions.

Use of small groups: discussions, socio-drama, group projects and reports, role-playing, buzz groups, etc.

Conferences: advisory and therapeutic, sometimes involving parents.

Miscellaneous:

a. Thoughtful seating arrangements
b. Class newspaper about minority group happenings nationally and locally.
c. Guest speakers
d. Talks by class members on travels, life abroad
e. Occasional combination of two classes.

V. Questionnaires for identifying the problem and evaluating effectiveness of the curriculum:

A. Preliminary teacher and student questionnaires seeking the nature of the intergroup problem in a particular classroom.

a. Teacher questionnaires (sample questions):

5. Have you seen evidence of a poor self-concept in your students? (Extreme shyness, unruly behavior, poor motivation, dependence upon teacher or others, frequent unexplained absences, and other negative behaviors can be the result of poor self-concept). Yes_____ No_____

b. Student questionnaire (sample questions):

7. Would you be willing to find out a little more about the historical background of minority groups represented in your class? Yes_____ No_____

8. Do you have friends of another race?
Many_____ Some_____ None_____

9. Do you have friends of other religions?
Many_____ Some_____ None_____

B. A final evaluation by both student and teacher.

a. Student questionnaire (sample questions):

6. Have you become better acquainted with students of a different group than you belong to this year?
Yes_____ No_____ A few_____

7. Has our brief study of minority groups helped you understand people of other groups a little better? Yes_____ No_____ Perhaps_____

8. Do you like school better this year than past years?
Better_____ Worse_____ About the same_____

b. Teacher evaluation (no "sample" questionnaire include): The teachers' evaluations should include noticeable improvement in self-concepts of any student or students, and increased awareness of a "minority" individual exhibited by a "majority" individual.

In addition, the evaluation should include teachers' subjective opinions of curriculum guide and suggestions for its improvement.

VI. In addition to the lengthy bibliography, other pertinent readings are suggested.

CONCLUSIONS: If one believes that the inability of individuals of different national origin to work with one another in conditions of mutual respect and cooperation is an evil, and if one believes correction of the evils of a society is possible, then the goal of the short Curriculum Guide is taught (according to its authors) when:

> Just a little more pride--just a little more understanding, reflected in one student would justify the efforts involved.

LIMITATIONS: Finding teachers who love children, minority children in particular, may present a problem. Involving teachers in one more meeting, one more project, may be the major obstacle in implementing this suggestion. Persons having adequate time who are not already moonlighting, engaged in child-rearing activities of their own households, or picking up necessary college credits may be difficult to locate, even though they exist, are aware and concerned with improving intergroup relations.

With most of the school hours already filled, taking on another project could well mean working overtime not only without overtime but without pay. Even a token reinbursement for teachers for their time spent researching facts, in meetings, and assessing student questionnaires might motivate those whose initial interest is superficial. The time has passed when society can realistically expect professionals to shoulder one more task requiring an investment of time without pay, notwithstanding contemporary arguments about the professional status of teachers.

SUBJECT: HUMAN RELATIONS PROGRAMMED INSTRUCTION BOOKLET

OBJECTIVE: The purpose is to learn about man's relation to one another as a member of a minority or a majority group in school and society.

Design: Programmed instruction is a means of informing the reader in a learning situation. In using the programmed instruction booklet, the student is to give the correct response on the blank line. The correct response is underlined on the same or following page. By the process of reading, supplying suitable answers, and immediately checking with correct answers, the student may proceed at his own rate. The booklet includes instructions about how to use the text.

There are two parts; Section 1, Ethnic Relations, and Section 2, Inter-group Education.

The first section of the booklet develops a vocabulary for identifying the aspects of intergroup relations such as the kind of attitudes and behavior displayed as social groups associate with one another, for example:

"(Prejudice) refers to feelings, opinions, and attitudes.

"(Discrimination) refers to disadvantageous actions toward an ethnic group.

"For example, thinking that Jews are pushy or Mexicans lazy is (prejudice).

"Enforcing residential restrictions against Chinese, maintaining school segregation against Negroes or opposing inter-marriage with Italians is (discrimination)."

The first section also discusses the conditions resulting from attitudes and behavior exhibited in intergroup relations:

"Most (communication) is functional. For example: A meeting for a certain need instead of a meeting to exchange ideas."

"(Communication) between majority and minority groups tends to break down because it is restricted in nature, superficial or subject to considerable misunderstanding."

The second section offers guidelines for building a desirable inter-group curriculum which presents relevant beliefs, concepts, legal instruments, and scientific facts. The following are examples:

Belief

"Acceptance of responsibility as individuals for protecting the human rights of all and for living up to the obligations of citizenship in a democracy."

Prejudice and discrimination in any aspect of life deprives the individual of the human and civil (rights) which are granted to him by the United States Constitution and the Federal Statutes.

Intergroup education is required if we are to eliminate the dangers to our society which come from (prejudice) and (discrimination)

Concept

Educators have a responsibility to provide the democratic environment which can set the example for students to accept their responsibilities as individuals for protecting the human (rights) of all and for living up to the obligations in a (democracy).

Students who are more knowledgeable about human and civil (rights) and understand the evils of prejudice and discrimination will be the hope of tomorrow and the leaders of tomorrow.

Legal Instrument

The Federal Statutes are laws or acts passed by the Congress of the United States. The Federal (Statutes) include the Civil Rights (Acts) of 1875, 1957, 1960, and 1964. These Acts provide another legal instrument by which a citizen of the United States can be protected. The Civil Rights (Acts) of 1875 and 1964 are the most comprehensive. The Civil Rights Acts of 1964 is divided into eleven sections called Titles. Title II re-enacts and augments the public accommodations provisions of the Civil Rights Act of 1875.

Scientific Fact

Science also tells us that differences such as skin color are caused by two chemical substances--melanin, a brown pigment, and caratene, a yellow pigment which are found in human types

in varying degrees. In the Caucasoid man, the genes produce relatively small amounts of (melanin) and (caratene). In the (Mongoloid), the (melanin) is so mixed with the (caratene) as to cause the yellowish-toned skin of the Asiatic, the Eskimo, and the American Indian. In the Negro, all of the skin color genes are at work in varying degrees and producing a darker colored skin than in other races.

Jane K. Noland, Programmed Instruction Booklet on Ethnic Relations in Intergroup Education. Center for the Study of Metropolitan Problems in Education, University of Missouri-Kansas City, 5100 Rockhill Road, Kansas City, Missouri 64110.

SUBJECT: HOW TO IMPLEMENT ACTIVITIES TO BOLSTER SELF-CONCEPTS

BACKGROUND: Profile of a child possessing a poor self-concept is as follows:

Illegitimate Negro child in 5th grade. 12 years old and big for his age; step-father remarried, lives across the street, tries to gain his affection with gifts; probable I.Q. of 92-97, dialect.

This child's overt behavior is a disrupting influence in schoolroom and playground; he leads as a trouble-maker. He comes from a female-dominated household including his mother and an aunt his age. He is sensitive to belonging to a minority ethnic group.

OBJECTIVE: To gain skill in reading
To gain confidence that he can achieve academic success
To gain in self-control
To achieve pride in Negro culture

PROCEDURE: Personal conferences and follow-up with mother.
Praise for improvement
Ask for help from staff: nurse, classroom teachers, music teacher, P.E. teacher.
Give responsibility such as supervision of a play area and teaching a class lesson on his hobby or interest.
Help him achieve success in some areas by fitting a curriculum to his needs.
Praise his mother to the class.
Show him how to keep his own progress chart.

EVALUATION: Over the year the child mentioned learned self-control and his social behavior improved; he learned to respect others somewhat, became interested in some phases of schoolwork, began to respect the opinion of his teacher and wanted her approval.

LIMITATIONS: The main limitation herein is that the average classroom may contain numerous individuals who would benefit from increased attention. How to have time to work up and carry out programs for all of them is a major problem.

SUBJECT: FACILITATING UNDERSTANDING AND ACCEPTANCE OF ETHNIC GROUPS WITH THE AID OF MUSIC ACTIVITIES

BACKGROUND: Upper middle class students have little or no knowledge or real interest in anyone of any other ethnic group. They are prejudiced by parent attitudes, peer attitudes, the mass media, lack of opportunity for first hand knowledge, and the lack of instructional methods and materials.

The resulting condition is one of lack of respect, distrust, unawareness of facts, fear, superiority and/or inferiority attitude.

OBJECTIVE: To instill in each child an understanding for, appreciation of, and desire to utilize every asset available within the community to facilitate understanding and acceptance of ethnic groups.

PROCEDURE: Since the materials now being used are lacking information about the background and development of music and related arts for all nationalities and areas, the following are suggested:

a. Music Across Our Country: songs of our own regions and songs brought from other lands.

b. Voices of America: songs expressing the varied peoples of the United States, their different vocations, and contributions.

c. Voices of the World: songs from every continent, including many songs from the Near East, the Orient, Latin America, as well as more familiar European countries.

d. Music Sounds Afar: songs from around the world, United States, and neighboring lands.

e. Proudly We Sing: songs portraying the development of our country, from the first Americans and continuing through all periods of growth and development.

f. Other examples:

1. Prentice-Hall Growing With Music

Book 6, page 1 -
"When Music Rings thro' out the land,
The sound is heard afar, and here,
between the earth and sky. We search
with soul and mind, to find the
sounds that pacify, and unify mankind."

Book 5, page 30 -
Jewish (Israelic) National Anthem.

Book 4, page 73 -
"Music is a bond that binds us
Music is a gift so rare
Music speaks of harmony
Linking earth and man to heaven."
--Chinese Melody

In the area of audio-visual materials, picture sets, records, film strips, and movies may be used.

Greater teacher-student involvement may be gained using researchers as resource persons, artists, or other performers, field trips, and correlating with social studies units.

Parent and community involvement should be encouraged by using their talents and resources.

CONCLUSION: Music is as nearly a universal language as can be found. The developers of this plan hope to make music speak on behalf of the world's children. The plan originators hope to instigate the development of many more materials and methods within the framework of the music curriculum. It is the music teacher's privilege, as well as responsibility, to play the important role which this change in curriculum would demand.

LIMITATIONS: This problem attack plan includes few concrete materials in the bibliography.

SUBJECT: THE USE OF POETRY WRITTEN BY NEGROES AS AN AID TO INTER-CULTURAL UNDERSTANDINGS

BACKGROUND: Research has determined that basic attitudes and values with respect to intergroup relations are acquired at the age levels of five through twelve. It is felt that the major thrust for improving such relations must, therefore, come through education processes in the elementary schools.

It is believed that specific opportunities must be provided for children to become aware of their need to understand and appreciate cultures and races different from theirs.

Students who participated in the initial study attended suburban schools in which the population was almost exclusively white.

OBJECTIVES: To discover hidden prejudices, or their lack; and, more important, through discussion, to help the student reduce stereotypic or prejudicial thinking or discriminatory attitudes.

PROCEDURE: 1. Read Langston Hughes' poem "Refugee in America" to four sixth grade classes.

2. Tape the class discussion.

3. Study the tapes by means of a random sampling in an attempt to categorize attitudes revealed by the students during the discussion.

Refugee in America

There are words like freedom,
Sweet and wonderful to say.
On my heart strings freedom sings
All day every day.

There are words like brotherhood
That almost make me cry.
If you had known what I've known
You'd know why.

Mary Ellen Goodman, Race Awareness in Young Children, (Cambridge: Addison-Wesley Press, Inc., 1952).

Lesson Plan

The four teachers who participated in the class discussions with their students were given the following detailed lesson plan:

A. The teacher reads "Refugee in America" to the class. She strives for a relaxed class atmosphere.

B. The teacher prepares the class for discussion of the poem.

1. Discuss the meaning of the word refugee.
2. Discuss the meaning of the word freedom.
3. Discuss the meaning of the word brotherhood.

What does brotherhood mean to you?
Equality?
Sharing?
Respect?
Understanding?

C. The teacher tells her class this time that the poet was Negro. She gives the students a short sketch of his life and then discusses the following three points with them:

1. What do you think Langston Hughes meant when he wrote that "freedom sings all day every day"?

2. What do you think might be some of the things that "almost made him cry"?

3. What can we do in a positive way to show brotherhood to all men?

The students who participated in this study attended suburban schools located in Cass and Johnson County. The school population in each attendance center was almost exclusively white. It was the intention of the committee to discover hidden prejudices or the lack of them and, more important, to use the opportunity afforded during the discussions to help the students reduce any stereotypic or prejudicial thinking or any discrimination which might be evident.

Discussion Questions

I. What is a refugee?
II. What is freedom?
III. What is brotherhood?

Answers: Living together as one.
It's like being able to live together without fighting.
Having friends.
Everyone else is your brother. Of the same race.
We treat everyone the same.
We are created equal.
Loving your neighbor.

A. Does brotherhood mean equality?
B. What about sharing?
C. Does brotherhood mean respect?
D. Are all people loved and treated the same in the U.S.?
E. Are all people respected?
F. How does understanding fit into respect for others or sharing with others?
G. If I had one idea about something and you had another idea, how could we share and have brotherhood?

(At this point in the discussion, the classes were told that Langston Hughes was Negro.)

IV. Why do you think that Langston Hughes says that freedom sings all day every day?

V. Why do you think the poet would say "there are words like brotherhood that almost make me cry?"

Answers: Because he didn't have brotherhood.
People who don't treat others right, that isn't the right kind of brotherhood.
He wanted the white people and the Negro to live together, and it wasn't much after the Civil War they still had some of the Negroes as slaves.
A lot of people are trying to help the Negroes now.

VI. Why might a Negro today say "there are words like brotherhood that almost make me cry?

VII. Can you think of some experiences the poet might have had that a white person never had?

VIII. Do you suppose a Negro would be permitted to join a club or organization in our community?

IX. What can we do in a positive way to show brotherhood to all men?

CONCLUSIONS: The comments in answer to the questions included in the lesson plan were analyzed under the following predetermined categories: bigotry, idealism, miscellaneous, misconceptions, pragmatism, realism, truth or fact.

There was found to be little difference between comments from children in the parochial and public school. Fifteen percent of the comments were considered prejudiced, while 75% were based on misconception, realistic statement, pragmatic answers to questions, or by true and false statements.

It was felt these particular children, because of limited experience, lacked an ability to go from abstract situations to concrete statements.

The one outstanding finding of the study was that children who discussed the poem had not had enough contact with minority group members so that a meaningful confrontation might happen. This was concluded by members of the study group to be a matter of racial ignorance rather than bigotry.

Appendix I

An anthology of poetry written by Negroes is included, in the hope that those who teach in suburbia will use poetry in discussions such as the one outlined in the foregoing lesson plan. The poems picked are felt to be extremely effective as discussion material.

A bibliography is included.

LIMITATIONS: The limitation in using this problem attack plan is that it is applicable for use in literature and perhaps, history classes only.

Also, according to the authors of the pilot project, without beforehand acquaintance with minority group members, prejudiced attitudes are based on imaginary relationships and are not part of the child's real situation; i.e., his attitudes are based on ignorance or lack of relationships. Therefore, it might be hard to change attitudes effectively until these students are actually experiencing real relationships with real minority group people.

SUBJECT: THE LACK OF KNOWLEDGE HELD BY STUDENTS ABOUT CONTRIBUTIONS MADE BY MINORITY GROUP MEMBERS WITHIN AMERICAN CULTURE IN THE AREAS OF MATHEMATICS AND SCIENCE

BACKGROUND: Much has been said about the members of minority groups who have a poor self-concept because they have no cultural heritage or history with which to identify. The problem has been intensified because schools have failed to teach about these contributions in the following ways:

1. Creation and reinforcement of stereotypes of minority groups held by members of majority groups.

2. Creation of inappropriate attitudes toward minority groups regarding respect for individual differences, contributions and limitations of others, and fostering attitudes of condescension and superiority toward minority groups.

3. Contributed to low self-concepts in members of minority groups due to:
   a. feelings of inferiority of one's group
   b. attitudes of group rejection and thus self-rejection
   c. low group esteem and thus low self-esteem
   d. lack of identifying as a member of society

OBJECTIVES: Increase knowledge held by students about the contributions of minority group members in the areas of mathematics and science.
Important incidental learning which we hope will occur are understanding, attitudes and feelings about the relevance of minority member contributions to the subject we are studying. These are: (1) Respect for individual differences, contributions and limitations; (2) Realization that our cultural heritage is the result of diffusion of minority group contributions as well as majority group contributions.

PROCEDURE: The plan will need to be part of the mathematics and science curricula. It will incorporate these topics in a year-by-year schedule based on topical appearance of minority group contributions within the general curricular framework.

The plan includes a representative list of people, their contributions, and a partial bibliography.

Students would be involved through use of their own bulletin boards, oral and written reports, class discussion and presentations of material by the teacher.

Even as individuality and creativity should be encouraged, there should also be a basic set of guidelines for reports and bulletin boards.

Oral and Written Reports

I. Brief biographical sketch
   A. Birth and death dates
   B. Educational background
   C. Minority group
II. Specific contributions
   A. Nature and discussion of contribution
   B. Application to curricular topic (What is its importance in relation to topic being discussed?)

Bulletin Boards

I. Brief biographical sketch
II. Topical presentation - (Photographs, drawings, charts, diagrams, physical presentations, etc.)

It will be necessary to include the library staff in our venture since it is of a research nature.

Teachers working on this project will be able to purchase all the materials necessary for bulletin boards through the use of his department funds.

If more funds are necessary than the department and library budgets afford, NEA Title IV funds are suggested.

Reference materials may be drawn from the Mid-Continent Library and the Kansas City Public Library.

EVALUATION: A suggested pre-test would be a matching test where names in Column A are matched with Column B contributions. (Names are major contributors from minority groups in math and science chosen by teachers).

A word of caution is to avoid the appearance of just "plugging in" related facts to offer a token contribution in an effort to create better human relations.

These contributors and their contributions should become part of the regular testing program of our academic material throughout the year.

The final evaluation would be a separate section of the regular final exam. It would be identical to the pre-test. By comparing results of both tests, the amount of knowledge the students gained could be discovered.

Changes in attitudes and values, of course, cannot be accurately evaluated by means of a written or oral test. It is the suggestion of the study originators that the written test be supplemented by indirect evaluations such as written observations, noted changes during class discussion, etc.

Since the plan originators assume that changed attitudes and values initiate behavior changes, new behaviors will most likely appear in the classroom where they can be observed and recorded.

Sample Test

To be used as a pre-test and post-test or complete section in the final examination.

MATCHING

_____1.	John Von Newmann	a.	made contributions in fields of relativity, topology, and group theory
_____2.	Albert Einstein	b.	mathematician
_____3.	Dr. George Haik	c.	research in transplanting the kidney
_____4.	Dr. William A. Hinton	d.	electrical engineer
_____5.	Ernest E. Just	e.	developer of Hinton test for syphilis
_____6.	Samuel L. Kountz	f.	biologist in field of fertilization & cycoplasm of cells
_____7.	George Westinghouse	g.	mathematics
_____8.	J. Ernest Wilkin	h.	considered greatest mathematicisn of age
_____9.	L. K. Karpinski	i.	grafting the retina
_____10.	Walter Mayer	j.	mathematician and physicist

WHO'S WHO?

Joseph Blair	Albert Einstein	Dr. Bela Schick
Walter Mayer	Dr. Leo Hendrick Backeland	Alexander Georgien

AND WHAT DID HE DO?

Mathematician & physicist	developed rockets for U.S. govt.	gave world many plastic items
discovered test for diphtheria	Mathematician-worked with Einstein after 1930	invented condenser used in radio

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LIMITATIONS: Here again the $64 question is sufficient motivation on the teachers' parts to initiate change in their curricula. One of the ways administrators have of encouraging change is through in-service training. If enough teachers see the lack of ethnic material and contributions in their curricula as a problem which may intensify conflict rather than facilitate integration, they might be inspired to do the little they can to smooth the process.

SUBJECT: BLACK STUDIES UNIT FOR EIGHTH GRADE UNIFIED STUDIES IN A SUBURBAN SETTING

BACKGROUND: "When black students approach a subject for the first time and find that it is being presented in terms and concepts alien to their cultural experience, they are likely to find the subject matter incoherent and should that problem be overcome, they are almost certain to find it irrelevant."[1]

When a white student is abruptly exposed to an unfamiliar minority-majority social situation, he will undoubtedly be unprepared to cope successfully with the situation.

Typical suburban students will gravitate from their suburban isolation, going on to high school, college and eventually the working world where there will most certainly be Negro-White social confrontation. Presently the racially isolated suburban student, ignorant of the achievement of blacks and other ethnic groups, is lacking in basic knowledge necessary to cope with the society for which he was supposed to have been trained.

OBJECTIVE: To create a Black Studies unit to be incorporated in the eighth grade unified studies curriculum (American History and Literature). The following are the goals of the Black Studies unit:

1. To establish criteria for evaluating material.
2. To evaluate material now being used.
3. To evaluate material that is available for use to students and teachers.
4. To see what is still needed.
5. To make concrete suggestions for use of material.
6. To evaluate the results of the project.

PROCEDURE: Developing criteria for evaluating material.

It is a serious problem to know how to choose educational material which will increase understanding. How does one decide that a true picture is being built in our mental and emotional consciousness?

Unless teachers honestly face up to the need to improve their own views, set of facts, and attitudes before they attempt to lead their students in facing the problems of a multi-racial society, more harm than good may be done. All adults and in particular teachers presenting this unit

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[1] L. J. Otis Cochran, Today's Education, Oct., 1969, p. 28.

of the curriculum need to do some serious studying and soul searching. Why do we hold back from knowing black individuals as people of worth, capable of being members of our community with whom we can have a rich relationship? Why do we fail to voice convictions that are contrary to those expressed by friends and acquaintances?

The following are adaptations of suggestions given by J. C. Furnas in Goodbye to Uncle Tom and Frank T. Wilson, Social Progress, An Interpretation--Afro American History, September/October, 1969. pp. 13-23.

1. We must stop using skin color as a gauge of an individual's personal quality.

2. We must recognize that different ethnic groups do vary--we are not all alike, and it is false to try to foster this idea.

3. We must stop using stereotypes of people--whether they portray inferior qualities or superior qualities. Individuals are individuals, and there will be some good, some worse, and some better in any group.

4. Science has brought new light on the capacities of ethnic groups. The fact that more and more members of these groups have reached top levels in higher education has changed the opinion of many about "native ability" and "little more than animal" concepts. Too long has there been an attitude that those blacks who succeeded did so because of the "molding" influence of benevolent whites, but that thowe who failed did so because of native perversity and low endowment. This is a highly dangerous way of thinking and white Americans dare no longer foster this view.

5. We must recognize that ethnic groups must be able to find their own level in our society without outside pressures to keep them underdeveloped or to hold up unrealistically high goals thus putting an unfair strain on individuals to achieve.

6. We must not be as "doting parents" of juvenile delinquents, excusing or rewarding poor performance simply because the individuals come from a disadvantaged group. This is shame, and it will be recognized as such with the accompanying loss of respect.

7. We must use, to a large extent, material that is written by those who have lived the black existence rather than relying upon an outsider who, though well-meaning, cannot really "tell it like it is." Autobiographies, biographies, critical commentaries, poetry, philosophy, and the published papers of people who have achieved some measure of freedom and justice should be required readings. It is true that care must be taken to sort out some of the highly subjective testimony or passionate advocates of extreme beliefs.

8. We must observe carefully the pictures and illustrations to insure that there are some which depict the Negro in a positive sense. He must not always be portrayed as the slave, the subservient, the lower class.

It would also be helpful if a few guides were set up with which to try to interpret events as they happen day to day among Negroes we know and in items reported on radio, television, and in newspapers and magazines. Let us ask ourselves, do these actions signify:

1. A struggle for survival, not only of their physical being, but also of self-esteem and a sense of personal worth and dignity?

2. A struggle for expression and communicating of ideas, and exercise of social talents and decision-making?

3. A struggle for participation in carrying out programs and plans involving the issues of life in America?

Design: The design of a program such as this must be very flexible. The purpose is to stimulate thinking and not necessarily to develop definite patterns of thought. It is not possible to set down Lessons 1 through 10 because the classes will follow responses of the students. Music, literature, poetry, films, bulletin board displays, notebooks, and such projects are all possibilities that an interested teacher can use. An effective introduction is essential in order to arouse interest. A mutual exploration of the contributions of the Negroes to American culture should be the main consideration.

Three Week Unit

Week 1 - Lessons I and II (Introduction)
A. Segregation experience - the teacher divides her class arbitrarily (those with blue eyes, red skirt, brown hair, etc.) and grants privileges to the majority group not afforded the minority group. Discussion follows when students sense discrimination.

B. Pre-test questionnaire - With this the teacher can explore the misconceptions, prejudices, and stereotypes which exist. She can use the questionnaire as study guide throughout the unit.

Lesson III
Filmstrip - "Coming Up Black"
Explore some of the misconceptions held by whites.
Discussion. A theme on stereotypes might follow.

Lessons IV, V
"After You, My Dear Alphonse" - short story
Discussion
Complete themes

Week II -- Historical Background of the Negro in America
Lessons I, II
Assign readings in the newspaper
Give dittoed excerpts from reference books as special reports

Lessons III
Presentation of special reports and discussion
Organize committee - type groups to develop a newspaper dealing with historical events and other committees to work on material from current happenings.

Lesson IV
Assign Negro (small paperback book) to be read. Allow time to work on special projects including opportunity to go to media center.

Week III
Extension of committee work and discussion. Teacher should use poetry and other literature written by Blacks, music and other art media. "Black Power" and "Black is Beautiful" are terms which should be explored.

EVALUATION: The project attack plan originators felt that in terms of long-range results the primary objective of stimulating the students' thinking was attained.

The segregation experience elicited strong feelings of sympathy for a minority group, opening the way for frank and free discussion of bias, bigotry, and injustice.

A preliminary questionnaire reflected little background from which to draw answers about minority individuals.

The filmstrip "Coming Up Black" and the short story, "After You, My Dear Alphonse," helped students understand the dangers and pitfalls of stereotyping. Insight into the Negro's role and contributions in the past was gained through historical preservations. From these materials students developed understanding about black impatience with the rate of progress in equality and opportunities.

This single brief unit can be considered a beginning toward incorporating this type of material at every level.

A collection of curricular materials are included in the plan such as a "Fact Sheet About Black Americans," human interest stories of Negro experiences, poetry written by black students, factual information about race, and a bibliography.

LIMITATIONS: Developing a unit truly meaningful to students probably should allow for feedback from them. Upon their evaluation, future activities may be varied or extended. Since this may represent their first "thinking" experience along these lines, the teacher will probably want to take final responsibility for inclusion of particular materials in spite of student opinion. Nevertheless students should have some opportunity to express their opinion on controversial facets of curriculum.

III. Some Other Problems

Summary

As suburban teachers prepare for and work with the problem of the multi-racial classroom they must not overlook other problems that may exist within their classes. The suburban teacher encounters a variety of problems within the classroom; the underachiever, the discipline problem, and the social isolate are but a few of these.

The following projects will assist the teacher in working with some of these other classroom problems.

SUBJECT: DEVELOPING A PROGRAM FOR THE UNCOMMITTED PUPIL OF THE SECONDARY SCHOOL

In working on the original problem which was the development of a program for the uncommitted pupil of the secondary school, it was realized that the immediate problem was identification of the uncommitted pupil. Usual provisions made for these students are work-study, remedial programs, special teachers and counselors, all stop-gap measures.

OBJECTIVES: This study amounts to an appraisal of certain instruments which may be valuable in identifying uncommitted pupils, academic or social.

Instruments:
The first instrument is a form which gathers biographical information. Typical questions are:

List the names of brothers and sisters, giving their ages. Underline those that live at home.

How many rooms are there in your home?

Is there running water?

The interview was used to determine personal attitudes of the student.

What were some of your favorite subjects in elementary school?

Do you remember any teacher that was your favorite?

What did this teacher do that was different from other teachers?

How would you change the school if you had the power to do so?

A time schedule was included which contained columsn for days of the week, with hourly slots. This was for the purpose of determining how each student spends his time.

A behavior rating scale observation was designed to measure behavior traits on a scale from one to ten. Traits such as "cooperative," "obedient," "emotional stability," "prepared," "involvement," "attentiveness," "perseverence," dependability," "initiative," and "creativity," were registered.

A 'Teacher's Survey" attempted to gain additional information on the behavior and attitudes of the student in and out of class. It elicits information about work habits, attitude toward subject matter, teacher, and fellow students.

A sociogram was constructed which determined the three most and least popular students in the classroom as selected by each student.

In order to secure uninhibited responses on subjects related to home, school and the students' life, forty-six open-ended questions were asked.

I remember the day _____.

My mind_____.

If I could _____.

The High School Personality Quotient Test Profile is a standard instrument with standardized norms and was used to determine certain personality traits.

A copy of the cumulative record and standardized scores were used to measure his performance against his anticipated capability.

PROCEDURE: Each committee member selected one student in his class who he felt was representative of the uncommitted group, and asked if he would participate in the study.

The chairman and selecting teacher each interviewed the student. The observed student filled out the time schedule for one week. Each committee member rated his selected student on the Behavior Rating Scale on five occasions. Any teachers having an observed student in class completed a Teacher's Survey at this time, and sociograms were also completed by the class.

The counselors administered first the open-ended questionnaire and then the H.S.P.Q.T.

The students' academic histories and standardized test scores were then obtained.

Profile of home of observed students:

Most of the observed pupils were living with both parents, as a middle child in an average-sized family. The home was six or seven rooms; income average and above. Both parents were employed, the fathers in blue-collar jobs with one exception, and the mothers in clerical work. All the observed male students owned cars. Two held full-time employment, one worked occasionally. None of the females held jobs.

Behavior Rating Scale Observation - In the case continuous contact was maintained with the student, that student continued to improve throughout the study. In most cases, after the initial contact behavior improved. However, when contact wasn't continued, behavior seemed to revert to the original patterns.

Cumulative Grade and Test Scores:

Investigation of past records of these students indicate none achieved up to their potential as indicated by their I.Q. scores.

Teacher Survey:

All of the interested teachers thought the students were either doing only the work required to squeak through or were not trying at all.

It was typical for students to show interest only when material appealed to the students' personal desires; otherwise little or no interest was shown.

Teachers reported students were apathetic or belligerent, or cooperated with teachers as required by the situation.

There was a good deal of apathy in the area of inter-student relationships.

The sociogram indicates that the observed individuals do not attract either strong reactions of acceptance or rejection by their peers.

The results of the time survey showed that the observed student spent most of his day on recreational activities such as watching TV and dating. Little time was devoted to school work. None of the observed students took part in extracurricular school activities.

The interview responses tended to support some of the ideas about problems of the uncommitted pupil. The interview used in conjunction with the other instruments pointed up trends and attitudes unique to the uncommitted student.

The open-ended questionnaire also revealed a range of attitudes toward home and family from neutral to hate. There is no value attached to school. Although their self-image is one of self-sufficiency, strong evidence of uncertainness and impatience is displayed. These students have a few friends who have greater influence on them than their school or family.

The Junior-Senior HSPQ Test Profile shows all members of the group possess above-average intelligence, excitability, assertiveness, self-sufficiency, and tenseness which is thought to have some correlation with the tendency to be expedient, undisciplined and to be in some self-conflict.

CONCLUSION: Students in the observed group were of above average ability performing below the level indicated by I.Q. scores, and were not committed academically or socially to the school program.

Many instruments were used in this pilot project in an attempt to identify those best suited for such a program.

From the results, it was thought certain character traits may be present in the uncommitted. However, due to lack of a control group, this was not verified. The expansion of this project would require use of a control group and a larger sample.

Recommendation: A program instituted to deal with the problems of a growing number of uncommitted young people might begin with identification of pupils by teachers, use of achievement test scores, grade pattern, the open-ended questionnaire and the High School Personality Quotient Test Profile.

Out of those identified, half might be entered in a special curriculum, and the balance remain in the usual program. At least forty-five students should compose each group. Both groups should be interviewed and tested regularly throughout their school program.

After three years, the test and the interviews would be studied again to determine characteristics which identify the uncommitted pupil.

Even before an intensive study is undertaken, the authors of this program recommend that faculty submit a list of uncommitted pupils to the principal's office. Then each faculty member should select one such student as his personal responsibility during the following school term. Through personal involvement and counsel in many of these cases pupils might develop a more favorable attitude toward life and a more acceptable commitment toward school.

LIMITATION: Unless a constant effort is made to alert one's self to the uninvolved pupil, these persons are apt to slip from notice as attention of authorities is focused on the aggressive child. If the committee emphasizes this in their communication with teachers over and over again, perhaps the apathetic child will be noticed and identified. A good motto might be, "When in doubt, include the child's name in the group to be observed."

Of the instruments filled in by the child, only the time schedule will record his non-involvement, and thatonly if the person reviewing it knows him personally and perceives whether or not it shows a typical week's activity. The lack of an instrument to effectively gauge the child's involvement is one deficiency in the outlined program.

SUBJECT: PHASING AN ATYPICAL CHILD INTO THE REGULAR CLASSROOM

BACKGROUND: Many children in our public schools do not make satisfactory adjustment to the regular classroom. Reasons for maladjustment may be reading disabilities, emotional problems, speech difficulties, and frequency of moving from one school to another.

For reading, emotional, and speech problems the child must leave the regular classroom for rehabilitative work. The child then faces going back into the classroom. In the case of children moving into the school district, that child must be phased into his new situation.

OBJECTIVE: Successful integration of disadvantaged child into the classroom.

PROCEDURE: Phasing into the regular classroom should be a systematic, well-planned endeavor. This is a four-segment plan which considers separately the child with speech deviations, the child with learning disabilities, the emotionally-disturbed individual and the child new to school.

1. Speech deviations

It is estimated that approximately 5% of the total population have speech deviations in articulation, fluency, language, or in voice quality. Some authorities estimate the incidence from kindergarten through fourth to be high as 15%.

There is no positive correlation between incidence of articulation, stuttering or voice problems and intelligence.

There is a high correlation between culturally or experience-deprived children and inadequate language.

A child with an organic problem should never receive therapy until the underlying medical cause has been diagnosed, and the physician's permission given for therapy.

Possible Solutions

1. Children are administered diagnostic speech and hearing tests after being referred by a teacher, a parent, or a concerned person and are engrossed in a corrective therapy program.

2. The child's cumulative record is reviewed for information of previous therapy, I.Q., related health problems, and previous referral or testing results.

3. Parent conferences are conducted so that the parent can reinforce the behavior being taught in therapy.

4. Through conferences, the teacher can carry out a systematic program of correction in the classroom.

5. The child is trained to self-monitor his own speech. (He discriminates the correct from the error, and changes his own speech or language patterns).

6. Peer monitoring of responses can be an effective means of changing speech behavior.

7. If the speech problem is not corrected or improved in a few months, the clinician should look for some underlying cause, and possibly make some referrals.

8. Perhaps the standards of some teachers, parents, and speech clinicians are too rigid. Speech may be considered deviant to some while there is actually no problem in communication for the individual, his family, or the general public. Possibly these children do not need therapy.

CONCLUSION: The public school seems the most logical place for corrective therapy to be offered. Qualified personnel should be employed. The child can remain in the classroom except for brief therapy sessions. In this manner, the language-deprived child would receive benefits from a classroom oriented to greater language stimulation. Upon correction of the speech problem, the child should resume complete attendance in his classroom.

2. Learning Disabilities

Many students have normal abilities in some areas and markedly limited abilities in other areas. When classified as mentally retarded they become discouraged and drop out. A remediation program would remove some students from this stigmatized classification and recalss them as special problems in education.

After study of cumulative records, we may discover the child is merely an underachiever in reading, for example. He then takes a diagnostic reading test. When his problem is confirmed, he is enrolled in a remediation class.

Solution (for the remedial teacher)
Contact parents for a conference with principal and teacher.
Develop self-confidence by providing reading material that will help the child feel successful.
Read to this child.
Encourage him constantly.

3. Emotionally disturbed
Students generally labeled as emotionally disturbed or socially maladjusted are estimated to be $2\frac{1}{2}\%$ of the population. The problem consists of phasing an emotionally disturbed child into the regular classroom.

Solution
An admission committee consisting of a special education teacher, psychologist and consultant of psychological services meets and judges that the child is ready to return to the regular class either on a part of full time basis.

1. The supporting teacher receives the child's name and that of his former special education teacher from the consultant of psychological services. A review of the child is given along with access to his file.

2. A "workable" file on the child is made up including such things as statistics (age, address, I.Q. tests, achievement tests, siblings, and parents) psychological evaluation, medical evaluation, school record and teacher and counselor statements.

3. Interview special education teacher and counselor of child's new school.

4. Meet with teachers to discuss how to handle the child's problems in work or attitude, and that you will be his "supporting teacher."

5. By phone talk with parents to let them know you will be working with them and their child.

6. Have counselor get child from study hall and let him know you will work with him as long as he needs you.

4. Children New to a School
The problem consists of helping the student stunned by the emotional upheaval, discouragement and helplessness that a child new to a school may experience.

It is estimated that as many as 25% of the children attending in suburban school districts have recently moved there. It is generally felt that children failing there would be achieving in an average way if he were in one of the surrounding middle-class or lower-class areas.

Solutions

1. A systematic way of determining each new student's level of learning should be devised by the district.

2. Classroom teacher could refer the child to reading consultants for testing and to the school psychologist for I.Q. tests.

3. Record statistics from former school.

4. Give regular achievement tests.

5. Check medical evaluation for physical problems.

6. Obtain former school records by airmail.

7. Interview parents.

8. Pace yourself so that you do not overlook the needs of the new student.

9. Discuss with other students the new individual's situation.

10. Assess the mechanics of his work habits, i.e., headings on papers, sharpening pencils and having materials out ready for work in the morning.

11. Maintain warm consistent support throughout the year.

LIMITATIONS: A general limitation to implementing this plan will be lack of funds to employ highly specialized personnel such as speech therapists, special educationists, consultants of psychological services, psychologists, supporting teachers, and even clerical helpers to maintain and service additional complex records.

No matter what new definition is substituted for mental retardation the problem of receiving "special" help is often a stigma in itself.

Special dedicated individuals may be able to ease the new school pupil into the new situation with a minimum of distress. However, without teacher-aides, it is hard to see general application of these recommendations being made.

Ways of changing teacher attitudes toward these traditional problems need to be explored even as new specialized services are added. At least, teachers need to be prepared to use such services by in-service training.

SUBJECT: THE CLASSROOM SOCIAL ISOLATE

BACKGROUND: The instructional program must foster simultaneously, personal-social growth and intellectual and physical development. Because a child's basic needs include a need to belong, then he must find a place for himself among his classmates.

Children have an increasing need to make judgments and develop authority which stems from the drive for self-realization and independence. Children want to have their "say" in choosing teams, captains, games and subjects for projects. Teachers have a responsibility to set up activities which allow children to exercise their judgment and to take responsibility for their own choices.

The major problems of abuse of power, intolerance, and discrimination which confront us nationally and internationally are present in every classroom. In the classroom, the children's ability to be open-minded, tolerant, respectful, and considerate is directly affected by the teacher's performance of these traits.

In almost every classroom there is a child who is an isolate, an unaccepted member of his peer group. He is an unadmired individual who seems to be nobody's friend.

> This child may personally be responsible for part of his rejection, or he may be the victim of rejection because he fails to meet some specific qualifying standard set up by his peer group. . . he is a social and an educational concern, particularly within the early years of the elementary school environment, for here he is developing the attitudes toward human relations and society as a whole which will 'influence his concept about himself, others, his world, and his way of thinking and behaving.'

OBJECTIVE: To increase the probability of acceptance of the isolated child by his peer group (the assumption here being the acceptance by a peer group in some manners facilitates self-acceptance).

PROCEDURE: In studying the isolates, the teacher group asked themselves these questions:

(1) How do we identify the unaccepted child?
(2) What are the traits, or behavior patterns, of the child?
(3) What means do we use to increase acceptance by the peer group of this child?
(4) What attitudes or behavior patterns in the child and in the peer group do we hope to develop?
(5) How can we measure any increase of acceptance by the group?

Four investigative instruments were used:

(1) The sociogram, for identification.
(2) Anecdotal records, for observation.
(3) A free-writing questionnaire, for highlighting behavior patterns.
(4) Checkgram, for identifying common characteristics of the isolates.

A case study is a means of describing, organizing, and interpreting data about an individual. It may include information from a physician, psychologist, parents, social worker, and teachers. On the children chosen for the pilot study, a case study was made.

In the present case, information was gathered from the permanent record folder and from the parents.

Case Study:
Billy Phillips is an eleven-year-old boy in our sixth grade classroom. There are 32 students in our room. Billy has attended Winnwood Elementary School from kindergarten through the sixth grade. In physical size Billy fits in well with the rest of the class. The only physical characteristic which offsets Billy from the rest of his classmates are his buck teeth. I have talked with Mrs. Phillips about having his condition corrected as Billy feels that others make fun of him because of his teeth. However, Mrs. Phillips says that the orthodontist has told her that the time and expense involved in correcting Billy's condition would be great. She is not satisfied with the recommendations of the family orthodontist and plans to secure the advice of another physician.

Billy lives with his mother, father, two younger brothers, and a younger sister. He seems quite happy with his home

situation. Billy's parents appear most interested in his social and academic progress. Mrs. Phillips has been a frequent visitor to the school. However, it is only after Mr. Phillips has a conference that there is a noticeable difference in Billy's behavior.

Specific Behaviors:
a. Billy has an I.Q. within the range which most educators would term "average." However, he did not accomplish average sixth grade work. When he did complete an assignment, it was often messy and inaccurate.

b. Billy was frequently turned in by the school safety patrol for violating school safety rules. He was often involved in playground arguments. In most of the cases Billy would deny the charge against him. He felt that the other person was responsible for the predicament and that he became involved because someone else had made fun of him.

c. Billy liked to "show off" by making faces, laughing out in class, or bothering someone during a study time. This behavior did not prove to benefit Billy as he was not a child to be chosen by his group for responsible duties in the classroom.

Techniques:
a. I have talked with Billy on many occasions about his academic and social difficulties. Listening on my part seemed to help more than anything. He often stayed after school to talk and I feel that rapport was established. He expressed the opinion that others "pick" on him and I feel that there is a good deal of truth to this report.

b. On several occasions I have sent Billy on errands. This has given me time to talk with the class about Billy. We discussed the fact that because Billy has had previous trouble in school he is too often the convenient scapegoat.

c. More time and personal attention have been given to Billy. Increased responsibility in the classroom has resulted in greater academic efforts. Praise and personal attention have worked wonders for Billy.

Summation
I feel that patience and understanding would have to be the key words to use in the help we have attempted to give Billy. He is beginning to know the joy of being an integral part of the group. Billy now puts forth a greater effort to follow

school rules and to make and keep new friends. With the continued patience of others, I feel that Billy will go to junior high school next year a much happier and more secure person.

CONCLUSION: Progress seems to have been made in the case cited as an example. The child was identified as an isolate by means of the sociogram. His behavior was observed and behavior patterns high-lighted. According to results of the checkgram the child may be clean, dirty, withdrawn, aggressive, bright or dull. In the case studied, Billy's behavior was characterized by "showing off."

The means of improving behavior consisted of teacher and students discussing Billy's behavior, and increasing his peers' understanding of the reasons for his behavior. Increased rapport with his teacher was also a means.

In this case it was hoped to change attitudes about Billy both by him and his class.

Measuring increased acceptance of an isolate calls for noticing subtleties of human behavior. Another sociogram would be a concrete method of doing this. Probably observation on the teacher's part is as good a way as any of recording changes in both Billy and his group.

LIMITATIONS: Finding or developing teachers who are truly loving, nurturing persons is as difficult as in any other occupational category. This is the foremost limitation.

Size of the classroom will have something to do with the amount of attention a teacher can bring to bear on "problem" children. Removing some of the clerical work a teacher must perform might give her additional time to devote to "isolates". Adding a "teacher-helper" to the classroom might improve the chances of the child to interact with a grown-up.

Providing a "group" for the teacher in which to share problems of this nature, gain personal insight and moral support might also help; the old bugaboo, though, of lack of pay for overtime work is always with the participant.

SUBJECT: INCREASING THE UNDERACHIEVER'S PERFORMANCE IN SCHOOL

OBJECTIVE: To bring the underachiever into a listening, reading, thinking, speaking, relationship of learning.

BACKGROUND: Some of the characteristics of the underachievers are:

1. He has a low level of motivation.
2. He is afraid to try because he is sure he will not succeed, so he does fail.
3. The underachiever cannot function well under any type of pressure. When he finds himself in a tense situation, he just quits.
4. The underachiever does not take seriously the need to plan ahead. He cannot see any need for prior schooling in later life.
5. The underachiever does not care how much time and effort someone else spends helping him as long as he is getting attention.
6. He feels little sense of responsibility.
7. The underachiever does not have the will to assert himself and therefore, lets people make decisions for him, plan activities and force their desires upon him.
8. He has a great deal of boredom with intellectual effort.
9. He has a low level of aspiration. He is usually a capable person who can accomplish unusual things, but is satisfied with getting by.

All the above mentioned characteristics are generally reinforced by the atmosphere of the home, school and community.

PROCEDURE: Suggested for use here is the inductive method. The inductive lesson uses intuition as well as induction to reach conclusions. The conclusion is checked analytically.

The teacher should avoid using only one method of analysis, and should indicate that there are many ways of observing data and drawing conclusions.

Classroom climate is of great importance to results of an inductive lesson. Absence of threat of punishment for errors in generalizations seems crucial, such as low marks or hostile comments by teachers and classmates.

Three possible units of study are outlined in this problem attack plan using the inductive method. The subjects chosen are math, language arts, and social studies.

Unit plan for money and money matters - The objective of this unit is to acquaint students with knowledge and skill of sound money management. Activities are of a problem-solving nature. Activities should last about a three-week period.

Topics covered would be banking, installment buying, budgeting, taxes, interest, and discounts. The section on interest, for example, could include a discussion on what interest is and what it does, and the difference (if any) on loans and savings accounts.

Activities would include determining the amount of interest that money in a savings account earns and how much interest they would have to pay to borrow money.

At all times activities would be flexible enough to follow students' questions and to look for answers. One would encourage related questions and hope that the teacher's opening questions would stimulate their thinking.

Evaluation is for the purpose of determining interest, involvement, and seriousness in the problem solving situation.

A test would be contrived to evaluate skills such as: how to figure earnings on a savings account, how to determine what you are really paying when you buy on the installment plan, how to compute interest at a given rate, etc.

The teacher will want to pay particular attention to materials which help students validate their generalizations. Prepared exercises may be used. If the student has no opportunity for validation of his hypotheses, he may cease the problem-solving activity. It is important, therefore that students have an opportunity to prove or disprove their generalizations. On the other hand, if the teacher becomes the only authority for validation, students are not really thinking on their own, which is the purpose of teaching with the inductive method.

EVALUATION: The ways in which the underachiever will be affected are the following:

1. Greater involvement
2. Greater participation
3. Increased development of underachiever's abilities
4. Extension of underachiever's interest and involvement into further reading, research and activities.

Changes in attitudes, work habits, and interests of the underachiever will have to be evaluated in a subjective manner by the teacher.

LIMITATIONS: Stimulating teachers to change methods of instruction may be a major roadblock, along with finding the necessary time for providing materials for this method.

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